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AND SELF-PERCEPTION OF COMPETENCY AMONG  
MICHIGAN FAMILY LIFE TEACHERS.

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AN EXPLORATORY STUDY  
OF SELF-ACTUALIZATION  
AND SELF-PERCEPTION OF COMPETENCY  
AMONG MICHIGAN FAMILY LIFE TEACHERS

By

Billie Louise Sands

A THESIS

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## ABSTRACT

### AN EXPLORATORY STUDY OF SELF-ACTUALIZATION AND SELF-PERCEPTION OF COMPETENCY AMONG MICHIGAN FAMILY LIFE TEACHERS

By

Billie Louise Sands

The primary purpose of this exploratory study was to investigate the relationship between Michigan family life teachers' self-actualization and self-perception of competency.

Based on Maslow's theory of self-actualization, the proposed relationship between the variables self-actualization and self-perception of competency seemed to be true.

The instruments used were Shostrom's Personal Orientation Inventory (POI) and Sands' "Family Life Teacher Scale" (FLTS). The Personal Orientation Inventory measures self-actualization according to Abraham Maslow's self-actualization theory. The "Family Life Teacher Scale" was developed by the writer to measure Michigan family life teachers' self-perception of competency according to recommendations for the certification of Michigan family life teachers. These recommendations were made by the Michigan Governor's Task Force on University and Family Life.

The population of the study consisted of 526 family life teachers in the Michigan public secondary schools as of the first day of the 1969-1970 school year, excluding those teaching in the

Detroit Public Schools. A sample of 100 family life teachers was selected at random. The respondent group of 81 was categorized with respect to sex, marital status, age, teaching experience and major field.

The data were analyzed for the hypothesized relationship between self-actualization and self-perception of competency, the reliability of the instruments used, and for unpredicted relationships.

The hypothesis predicted: There will be a positive relationship between Michigan family life teachers' self-actualization and self-perception of competency. The hypothesis was tested by computing the Pearson Product-Moment correlation coefficient from scores obtained by the 81 respondents on the Personal Orientation Inventory ( $T_c$  and I scales) and the "Family Life Teacher Scale." Statistical support at the .01 level was found for the hypothesis.

Reliability coefficients were computed for the two instruments used in this study. Using analysis of variance for coefficient alpha, the reliability of the "Family Life Teacher Scale" (FLTS) was .96. The FLTS was developed by the writer as part of the study. Hoyt's Analysis of Variance was used to obtain the reliability coefficient for the Time Competent ( $T_c$ ) and Inner Directed (I) scales of the Personal Orientation Inventory (POI). It should be noted that the two major POI scales of Time Competence ( $T_c$ ) and Inner Direction (I) were combined in this study, giving a single total score of 150 possible. The reliability of the POI,  $T_c$  and I scales only, was .84. To the writer's knowledge, this is the first time a coefficient of

reliability has been determined using the combined data from the  $T_c$  and I scales of the POI.

Finding the FLTS highly reliable, the POI sufficiently reliable, and results supporting the hypothesized relationship, a number of unpredicted relationships were explored between the variables which follow.

- 1) POI scores and age of respondents.
- 2) FLTS scores and age of respondents.
- 3) POI scores and years of teaching.
- 4) FLTS scores and years of teaching.
- 5) POI and FLTS scores for females.
- 6) POI and FLTS scores for males.
- 7) POI and FLTS scores for home economics majors.
- 8) POI and FLTS scores for females not majoring in home economics.
- 9) POI and FLTS scores for males and females with majors in fields other than home economics.

Product-Moment correlation coefficients computed for the paired variables listed above were not significant at the .01 level. There were statistically significant relationships at the .05 level between:

- 1) FLTS scores and age of respondents.
- 2) POI and FLTS scores for females only.
- 3) POI and FLTS scores for males and females with majors in fields other than home economics.

The findings of the study have potential as the basis for future research in the area of personality theory and self-perception

Billie Louise Sands

of competency in regard to the family life teacher. The hypothesized theoretical relationship between self-actualization and self-perception of competency was supported by the results. The "Family Life Teacher Scale" (FLTS), an unusually reliable instrument, was developed to measure the family life teacher's self-perception of competency. It seems that the FLTS could be a useful tool in curriculum planning for family life teacher preparation and the development of instructional materials.

To those who have given support--  
a helping hand, a smile, a word of encouragement

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## TABLE OF CONTENTS

	Page
ABSTRACT	
DEDICATION. . . . .	ii
ACKNOWLEDGMENTS . . . . .	iii
TABLE OF CONTENTS . . . . .	iv
LIST OF TABLES. . . . .	vi
LIST OF APPENDICES. . . . .	vii
 Chapter	
I. THE PROBLEM. . . . .	1
Need for the Study . . . . .	1
Theory . . . . .	4
Statement of the Problem . . . . .	5
General Definition of Terms. . . . .	6
Hypothesis . . . . .	7
Overview . . . . .	8
II. REVIEW OF SELECTED RESEARCH AND LITERATURE . . . . .	9
Personality Characteristics of Successful Teachers. . . . .	9
Abraham Maslow's Theory of Self- Actualization. . . . .	12
Personal Qualifications for Family Life Educators. . . . .	15
Professional Qualifications for Family Life Educators. . . . .	18
Chapter Summary and Rationale for the Study. . . . .	21
III. DESIGN AND METHODOLOGY . . . . .	24
Description of Population and Sample . . . . .	24
Instruments. . . . .	31
Collection of Data . . . . .	36
Testable Hypothesis. . . . .	38
Scoring and Analyzing Data . . . . .	39
Summary. . . . .	39

	Page
IV. ANALYSIS OF THE RESULTS. . . . .	41
General Results of Family Life	
Teachers on Instruments Used . . . . .	41
Findings Related to the Hypothesis . . . . .	45
Reliability of Sands' "Family	
Life Teacher Scale" (FLTS) . . . . .	47
Reliability of Shostrom's <u>Personal</u>	
<u>Orientation Inventory</u> (POI). . . . .	49
Exploration of Unpredicted	
Relationships. . . . .	50
Discussion of Results. . . . .	52
Summary. . . . .	55
V. SUMMARY, CONCLUSIONS, AND IMPLICATIONS	
FOR FURTHER RESEARCH . . . . .	57
Summary. . . . .	57
Conclusions. . . . .	60
Discussion . . . . .	62
Implications for Further Research. . . . .	66
BIBLIOGRAPHY. . . . .	68
APPENDICES. . . . .	73

# LIST OF TABLES

Table		Page
1.	AGE OF RESPONDENTS. . . . .	27
2.	MAJOR FIELD OF RESPONDENTS. . . . .	28
3.	MARITAL STATUS OF RESPONDENTS . . . . .	29
4.	TEACHING EXPERIENCE OF RESPONDENTS. . . . .	30
5.	SEX OF RESPONDENTS. . . . .	30
6.	PLAN FOR STATISTICAL ANALYSIS . . . . .	40
7.	SCORES FOR FAMILY LIFE TEACHERS ON <u>PERSONAL</u> <u>ORIENTATION INVENTORY</u> (POI) AND "FAMILY LIFE TEACHER SCALE" (FLTS). . . . .	43
8.	TIME COMPETENCE, INNER DIRECTION AND TOTAL SCORES ON <u>PERSONAL ORIENTATION INVENTORY</u> (POI) FOR FAMILY LIFE TEACHERS AND COMPARABLE GROUPS. . . . .	44
9.	CORRELATION COEFFICIENT FOR HYPOTHEZIZED RELATIONSHIP BETWEEN TOTAL SCORES ON SELF-ACTUALIZATION AND SELF- PERCEPTION OF COMPETENCY INSTRUMENTS . . . . .	46
10.	CORRELATION COEFFICIENTS FOR RELATIONSHIPS BETWEEN THE FOLLOWING VARIABLES: POI SCORES AND AGE; FLTS SCORES AND AGE; POI SCORES AND YEARS OF TEACHING; FLTS SCORES AND YEARS OF TEACHING . . . . .	51
11.	PRODUCT-MOMENT CORRELATION COEFFICIENTS FOR POI AND FLTS SCORES OF SPECIFIC SUBGROUPS WITHIN THE RESPONDENT GROUP. . . . .	52

## LIST OF APPENDICES

Appendix	Page
A.     "FAMILY LIFE TEACHER SCALE" (FLTS) AND COVER LETTERS. . . . .	73
B.     NCFR PROPOSED CRITERIA FOR TEACHER EDUCATION IN THE FIELD OF FAMILY LIFE AND SEX EDUCATION. . . . .	86
C.     LETTERS AND FORMS USED IN DEVELOPING "FAMILY LIFE TEACHER SCALE". . . . .	91
D.     LETTERS AND FORMS USED TO LOCATE POPULATION OF STUDY. . . . .	96
E.     LETTER CONCERNING RELIABILITY COEFFICIENT FOR COMBINED SCORES ON THE TIME COMPETENT ( $T_c$ ) AND INNER DIRECTED (I) SCALES. . . . .	101
F.     APPENDIX TABLES 12 AND 13: POI AND FLTS SCORES FOR SPECIFIC SUBGROUPS WITHIN THE RESPONDENT GROUP . . . . .	102

## CHAPTER I

### THE PROBLEM

#### Need for the Study

Family life education is multi-disciplinary with several specialized areas. Thus, a wide range of professional competencies are needed by the family life teacher. Although some teachers have educational preparation specifically for teaching family life, the number is limited. Along with the inadequacy of family life teacher preparation, certification in the field is usually non-existent.

In 1965, Governor George Romney of Michigan called eleven statewide conferences in order to explore ways of strengthening Michigan families and to receive recommendations from lay citizens and professionals concerned with family life. At the suggestion of personnel from Michigan institutions of higher education, the Governor appointed a Task Force on University and Family Life to develop recommendations for family life teacher preparation. It was made up of representatives of all Michigan institutions of higher education. In 1967 this task force was given the task of working toward family life teacher certification. The Task Force, in turn, appointed a sub-committee to develop criteria for certification. It is the belief of this Task Force Sub-Committee that

"...in the absence of standards and procedures for the preparation and certification of family life educators, programs of uneven quality are being undertaken in public schools and elsewhere by persons of uneven qualification."<sup>1</sup> Their requirements for the certification of family life educators, in terms of competencies, knowledge and understanding are stated below.

1. The candidate should have demonstrated competence to:
  - a. Integrate knowledge from relevant disciplines as it focuses on family life.
  - b. Make course materials relevant to students' interests and needs.
  - c. Challenge students to think critically, creatively and constructively about their feelings, attitudes and values.
  - d. Create an accepting atmosphere to facilitate exploration of diverse points of view.
  - e. Avoid imposing on students the candidates' feelings, attitudes and values through self-insight, understanding and acceptance.
  - f. Counsel with students about their personal concerns stemming from course experiences, and to make effective referrals when appropriate.
  - g. Interpret the Family Life educational program to others in the school and the community.

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<sup>1</sup>Michigan, Governor's Task Force on University and Family Life, "Recommendations for Preparation of Family Life Education," Second Report (Lansing, Mich.: Division of Family & Volunteer Services, State Human Resources Council, 1968).

2. The candidate should have at least a rudimentary understanding of each of the following:
  - a. Physical, emotional, intellectual and social development of persons through the life cycle.
  - b. Human sexuality, including, but not limited to, sexual identity and behavior, family planning and reproduction, emotionality, intimacy and values.
  - c. Management of practical realities of everyday living, such as feeding, housing, clothing, financing and child rearing.
  - d. Psycho-social dynamics of family relationships.
  - e. Family interaction with such aspects of society as government and law, religion and education, economy and employment, recreation and civic participation.
  - f. Cultural and sub-cultural family patternings, such as variations according to ethnicity, religion, socio-economic class, et. al.<sup>2</sup>

The Michigan Governor's Task Force on University and Family Life states that family life education "...depends for its efficacy largely upon the personal and professional qualifications of the educators."<sup>3</sup> In line with this thinking, the writer strives to explore a theoretical approach to link the personal and professional qualifications of family life educators. The means chosen to accomplish this are as follows:

- a) development of a self-perception of competency scale for family life teachers, based on the competencies, knowledge and understanding recommended for certification by the Governor's Task Force on University and Family Life of the State of Michigan (quoted above, pages 2 and 3). This scale

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<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

was developed by the writer and titled the "Family Life Teacher Scale." The "Family Life Teacher Scale" (FLTS) is not seen as a screening device for certification, but rather as an indicator of how competent Michigan family life teachers see themselves on criteria designated for their certification.

- b) analysis of the relationship between scores on Sands' "Family Life Teacher Scale" (FLTS) and scores on Everett L. Shostrom's Personal Orientation Inventory (POI) which is based on Abraham H. Maslow's theory of self-actualization. This relationship is examined more closely under the subtitle, Theory on page 6 and in Chapter II, "Review of Literature."

Recent examination of the family life curricula of several universities in the United States by Dr. Evelyn Rouner has indicated that both functional and theoretical approaches are necessary in developing contemporary programs in family life education.<sup>4</sup> This study has potential for contributing to some of the ground work necessary in combining functional approaches to family life education with an existing theory of personality, namely, Maslow's theory of self-actualization.

### Theory

The research studies of Dandes, 1966; Wilhelm, 1968; and Murray, 1966 & 1968 have been conducted within the structural framework

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<sup>4</sup>Evelyn I. Rouner, "The Role of Colleges & Universities in Family Life Education" (unpublished study, Central Michigan University, Mt. Pleasant, 1967), p. 23.



of an existing theory of personality, namely Maslow's theory of self-actualization. The results of these studies provide support for the self-actualizing person as the best teacher. Examination of studies attempting to describe the successful teacher indicates that the resulting lists of personality patterns or characteristics frequently coincide with Maslow's definition of the self-actualized person (detailed coverage in Chapter II, "Review of Literature").

The relationship between the variables self-actualization and self-perception of competency are to be investigated in the study. This relationship seems to be true by theoretical definition, in that, Maslow sees his self-actualizing person to be successful in terms of his job. In Maslow's words "...the authentic or healthy person may be defined..." in terms of his ability "...to master the environment, to be...competent in relation to it, to do a good job, to perceive it well ...." (Italics mine.)<sup>5</sup> If this study does not find a positive relationship between self-actualization and self-perception of competency it will be evidence against the reliability of the instruments used and not the theory. The theory seems to be of the type that cannot be investigated because it must hold by definition.

#### Statement of the Problem

This study concerns itself with the personal and professional characteristics of family life teachers. It proposes to seek an

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<sup>5</sup>Abraham H. Maslow, Toward a Psychology of Being (2d ed.; Princeton, N. J.: D. Van Nostrand Co., Inc., 1968), p. 179.

answer to the question: Is self-actualization (SA), as measured by E. L. Shostrom's Personal Orientation Inventory (POI), positively related to family life teachers' perception of competency as measured by B. L. Sands' "Family Life Teacher Scale" (FLTS)?

The specific purpose of this study is to measure the Michigan family life teachers' self-actualization and self-perception of competency to determine the relationship between these variables using:

- a) the Personal Orientation Inventory which measures self-actualization according to Abraham H. Maslow's theory, and
- b) the "Family Life Teacher Scale" developed by the writer according to the recommendations for the certification of Michigan family life teachers which were made by the Governor's Task Force on University and Family Life.

#### General Definition of Terms

##### Family Life Education:

A coordinated and systematic educational effort with the purpose of developing individual competences and motivation for effective family and family-related life experiences and to meet constructively, the challenges and responsibilities which these experiences involve.<sup>6</sup>

For the purpose of this study the above definition was used to determine if a family life education course was offered in a particular school system.

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<sup>6</sup>Rouner, "The Role of Colleges & Universities in Family Life Education," p. 27.

Family Life Teacher: A person who teaches at least one family life class (see definition above) in Michigan public secondary schools.

Self-Actualization (SA):

All definitions [of self-actualization] accept or imply, (a) acceptance and expression of the inner core or self, i.e., actualization of these latent capacities, and potentialities, 'full functioning,' availability of the human and personal essence. (b) They all imply minimal presence of ill health, neurosis, psychosis, of loss or diminution of the basic human and personal capacities.<sup>7</sup>

Hypothesis

The following hypothesis is to be investigated by this study:

There will be a positive relationship between Michigan family life teachers' self-actualization and self-perception of competency.

Definition of Terms used in the Hypothesis

Family Life Teacher: is defined under the heading "General Definition of Terms," page 7.

Self-Actualization: as measured by Shostrom's Personal Orientation Inventory (POI).<sup>8</sup>

Self-Perception of Competency: as measured by Sands' "Family Life Teacher Scale" (Appendix A). This scale was based on the

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<sup>7</sup>Maslow, Psychology of Being, 2d ed., p. 197.

<sup>8</sup>Everett L. Shostrom, "An Inventory for the Measurement of Self-Actualization," Educational and Psychological Measurement, XXIV, No. 2 (Summer, 1964), pp. 207-218.

requirements for Michigan family life teacher certification as defined by the Sub-Committee on Family Life Education of the Governor's Task Force (see pages 2 and 3 for list of requirements).

Positive Relationship: A positive relationship between two variables means that if a person's score on variable one is relatively high in comparison to the rest of the group, his score on variable two will tend to be relatively high in comparison to the rest of the group. Similarly, low scores on variable one tend to be paired with low scores on variable two.

### Overview

The need for this study, its purpose and the hypothesis were stated in Chapter I. Theory basic to the study was explained.

A review of the pertinent literature and a detailed explanation of the theory will be presented in Chapter II. Chapter III will include the study's design, a description of the sample, instruments used for measurement, the testable hypothesis, and analytical procedures to be used in testing the hypothesis. The findings will be presented and analyzed in Chapter IV. Chapter V will contain a summary of the results, conclusions and implications.

## CHAPTER II

### REVIEW OF SELECTED RESEARCH AND LITERATURE

This review of related research and background information consists of five major sections of direct importance to the study. They are: first, a review of studies and writings viewed as pertinent to the personality characteristics of successful teachers; second, an exposition of Maslow's self-actualization theory; third, a review of studies concerning the desirable personal qualifications for family life educators; fourth, an investigation of professional qualifications recommended for family life educators; fifth, a summary of the major ideas from the review of literature and the rationale upon which this research is based.

#### Personality Characteristics of Successful Teachers

In Perceiving, Behaving, Becoming, the 1962 ASCD Yearbook, the writings of Arthur W. Combs, Earl C. Kelley, Abraham H. Maslow and Carl R. Rogers were explored by a national committee of educators to determine what the concept of the adequate personality meant for educational practice. They concluded that the development of the truly adequate personality is the goal of education. The authors' usage of the term adequate, when referring to the truly adequate

personality is the goal of education. The authors' usage of the term adequate, when referring to the truly adequate person, is synonymous with phrases such as fully functioning and self-actualizing. The truly adequate person is characterized by the following qualities:<sup>9</sup>

... [a] positive view of self. They tend to see themselves as liked, wanted and worthy. They tend to see themselves as "able to."

...an accurate, realistic understanding of themselves and the world in which they live.

creativity and openness to experience

...a feeling of oneness with their fellow men and a conviction that all human beings are involved in man's destiny.

...well informed..., has a wide and deep range of personal meanings about the world as well as himself,...(This characteristic is emphasized more by Combs than by Maslow, Rogers or Kelley.)

...sincere beliefs and values with a high degree of clarity and have the courage of their convictions.

...maturely responsible..., is uninhibited by rigidity or falseness,...free-flowing in his contacts with life, and experiences in highly, sometimes sharply perceptive, integrative and creative ways.

He looks forward to new experiences....accepts change as a universal phenomenon....<sup>10</sup>

Although the above qualities are worded and organized somewhat differently, they seem to be in complete agreement with Maslow's

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<sup>9</sup>The 1962 ASCD Yearbook Committee asked each of four men (A. W. Combs, E. C. Kelley, A. H. Maslow and C. R. Rogers) to prepare a description of self-actualizing persons as he saw them.

<sup>10</sup>Arthur W. Combs, ed., Perceiving, Behaving, Becoming: A New Focus for Education, 1962 ASCD Yearbook (Washington, D. C.: Association for Supervision and Curriculum Development, 1962), pp. 100, 119, 141, 165, 184, 198, 199, 214, 235.

self-actualizing person (described in detail on pages 13 and 14). This is not surprising, since Maslow's description of self-actualizing persons was used to compile the qualities of the truly adequate person (see footnote 9, page 10). Arthur Combs states that the characteristics of the truly adequate person "...are equally important for determining the kind of teachers we would like to produce."<sup>11</sup> Combs served as editor of Perceiving, Behaving, Becoming which explored and arrived at the characteristics of the truly adequate person (refer to pages 9 and 10).

Examination of studies attempting to describe the successful teacher indicates that the resulting lists of personality patterns or characteristics frequently coincide with Maslow's definition of the self-actualized person as the best teacher (Combs, 1965; Dugan, 1961; Gooding, 1964). Dandes (1966), Maslow (1954), Murray (1966, 1968), Wilhelm (1968) and Will (1967) give support, either empirical or theoretical, for the self-actualizing person as the best teacher. When speaking of her masters and doctoral theses in an article entitled, "The Teacher as a Person," M. Eloise Murray noted that these studies "...provide useful validating evidence for Maslow's theory of self-actualization,..." as it is interpreted by Everett L. Shostrom's Personal Orientation Inventory.<sup>12</sup>

It is probable that not all self-actualizing persons would be good, effective teachers because they have not all chosen to be

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<sup>11</sup>Arthur W. Combs, The Professional Education of Teachers: A Perceptual View of Teacher Preparation (Boston: Allyn and Bacon Inc., 1965), p. 70.

<sup>12</sup>M. Eloise Murray, "The Teacher as a Person," Journal of Home Economics, IX, No. 8 (October, 1968), pp. 645-647.

teachers, nor are they all interested in teaching. According to Maslow, the self-actualizing person needs a particular type of work. He does not view it as a deficiency need, but rather as a being need-- meaning a situation perceived as being optimum for growth of one's unique self.<sup>13</sup> "A musician must make music, an artist must paint,... if he is to be ultimately at peace with himself. What a man can be, he must be." (Italics mine.) "This need we may call self-actualization."<sup>14</sup>

### Abraham Maslow's Theory of Self-Actualization

In Motivation and Personality and Toward a Psychology of Being (1962, 1968), Maslow describes his study of self-actualized people. The subjects of his study were selected from among personal acquaintances, friends and from among public and historical figures. The positive criterion for selection was positive evidence of self-actualization (SA). Maslow sees his self-actualizing person as developing and utilizing all of his unique capabilities, or potentialities, free of the inhibitions and emotional turmoil of those less self-actualized.<sup>15</sup> Such an individual lives a more enriched life and is more fully functioning than the average person. The holistic

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<sup>13</sup> Maslow, Psychology of Being, 2d ed., 1968, p. 202.

<sup>14</sup> Abraham H. Maslow, Motivation and Personality (New York: Harper and Row, 1954), p. 91.

<sup>15</sup> Ibid., pp. 200-201.



analysis of Maslow's total impressions gave the following

characteristics of self-actualizing people:

more efficient perception of reality and more comfortable relations with it

acceptance (self, others, nature)

spontaneity

.....  
Their behavior is marked by simplicity and naturalness, and by lack of artificiality or straining for effect.

...problem centered rather than ego centered.

.....  
These individuals customarily have some mission in life, some task to fulfill, some problem outside themselves which enlists much of their energies.

the quality of detachment; the need for privacy

autonomy; independence of culture and environment

continued freshness of appreciation...capacity to appreciate again and again, freshly and naïvely, the basic goods of life, with awe, pleasure, wonder, and even ecstasy, however stale these experiences may have become to others.

the mystic experience; the oceanic feeling

.....  
Apparently the acute mystic experience is a tremendous intensification of any of the experiences in which there is loss of self or transcendence of it, e.g., problem centering, intense concentration,...intense sensuous experience, self-forgetful....

Gemeinschaftsgefühl

.....  
They have for human beings in general a deep feeling of identification, sympathy, and affection in spite of the occasional anger, impatience, or disgust....

...deeper and more profound interpersonal relations than any other adults....

the democratic character structure

.....  
They can be and are friendly with anyone of suitable character regardless of class, education, political belief, race, or color.

discrimination between means and ends

.....  
 ...they rarely showed in their day-to-day living the chaos,  
 the confusion, the inconsistency, or the conflict that are  
 so common in the average person's ethical dealings.

philosophical, unhostile sense of humor

creativeness

.....  
 It is...projected out upon the world or touches whatever  
 activity the person is engaged in.

...they resist enculturation and maintain a certain inner  
 detachment from the culture in which they are immersed.<sup>16</sup>

In further explaining his self-actualizing subjects, Maslow says  
 that they display many of the lesser human failings. "They too  
 are equipped with silly, wasteful, or thoughtless habits. They  
 can be boring, stubborn, irritating." "Temper outbursts are not  
 rare."<sup>17</sup>

The writings of Carl Rogers (1951, 1961) along with those of  
 Brammer and Shostrom (1960) reflect the same idea of the self-  
 actualizing person as does Maslow. These authors suggest that such  
 a person might be seen as the goal of the psychotherapeutic process.

Theories provide a structural framework within which research  
 may be conducted, but they are not laws. In tune with this thought  
 Maslow makes the following comment concerning his theory of self-  
 actualization (SA):

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<sup>16</sup> Maslow, Motivation and Personality, pp. 203-224.

<sup>17</sup> Ibid., p. 228.

--there is only this one study of mine available. There were many things wrong with the sampling, so many in fact that it must be considered to be, in the classical sense anyway, a bad or poor or inadequate experiment. I am quite willing to concede this--as a matter of fact, I am eager to concede it--because I'm a little worried about this stuff which I consider to be tentative being swallowed whole by all sorts of enthusiastic people, who really should be a little more tentative, in the way that I am. The experiment needs repeating and checking--it needs working over in other societies--it needs a lot of things which it doesn't yet have. The main support for this theory...has come mostly from psychotherapists like Rogers and Fromm .... [W]hile I trust it and believe my own conclusions, I am still willing to admit like a cautious scientist that it ought to be checked by other people before being taken as final. As we become aware of the probable errors of the data, we must underscore the necessity for more research...<sup>18</sup> (See page 11 for research supporting this theory.)

#### Personal Qualifications for Family Life Educators

Gerhard Neubeck sent a questionnaire entitled, "A Prospectus for a Graduate Program in Family Life Education," to, what he considered to be, 21 of the leading family life educators in this country. The results, in terms of desirable personal qualifications, indicated an almost unanimous agreement among the participants that family life educators should be accepting of all human behavior. "Acceptance of all human behavior" included the absence of prejudice in relation

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<sup>18</sup>Abraham H. Maslow, Eupsychian Management (Homewood, Ill.: Richard D. Irwin, Inc., 1965), pp. 55-56.

to race, color, religion, philosophy, or personality deviation and the presence of a genuine interest in people.<sup>19</sup>

Through the use of a mailed questionnaire, Glen A. Christensen studied and analyzed selected issues in family life education. Of the 475 school and college family life teachers who responded, 434 agreed with the statement that "...only people who have a high level of emotional and social maturity should become family life educators," while 447 said that such a teacher should be a person "...who can respect the dignity and worth of the individual...."<sup>20</sup>

Floyd M. Anderson conducted a descriptive study of forty college and university instructors in marriage and the family in 1955. The study reveals that the main personal qualifications felt to be important for family life educators were the following: a well adjusted mature personality; self-understanding; a congenial, warm personality; and a tolerance and respect for the ideas and attitudes of others.<sup>21</sup>

In an article entitled, "How Shall We Prepare Teachers for Participation in Family Life Education?", B. F. Timmons sees three general personal qualifications to be of unusual significance to

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<sup>19</sup>"A Prospectus for a Graduate Program in Family Life Education," cited by Glen A. Christensen, "An Analysis of Selected Issues in Family Life Education" (unpublished doctoral dissertation, Michigan State University, 1958), p. 61.

<sup>20</sup>Ibid., pp. 112, 113.

<sup>21</sup>Floyd M. Anderson, "A Descriptive Study of Forty Educators in Marriage and Family Life with Secondary Consideration of Their Courses" (unpublished doctoral dissertation, Teachers College, Columbia University, 1955), p. 116.

family life educators. The first of these is a genuine interest in human beings for their own sake. Timmons sees a need for the family life teacher who has a vital personal concern for each of his students. The second general quality essential to teachers of family living is growth potential. According to Timmons, motivation for growth and development must come from within the teachers themselves, and cannot be imposed from outside sources. The third essential qualification is that such teachers be reasonably well oriented to life in general. Included in this kind of orientation is a cheerful acceptance of one's own sex and role, of one's family role, of one's societal role, and experience which has provided contacts with people.<sup>22</sup>

Glen A. Christensen also reviewed the above literature for his study of family life education. He stated that the preceding description of the desired personal qualities of instructional personnel in family life "...is echoed by practically every educator who has anything to say about the subject."<sup>23</sup>

One has only to read Maslow (1954, 1962 & 1968) to recognize the similarity between the desired personal qualities for family life educators and Maslow's description of the self-actualized person (refer to pages 13-14).

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<sup>22</sup>B. F. Timmons, "How Shall We Prepare Teachers for Participation in Family Life Education?" North Central Association Quarterly, XXVI, No. 3 (January, 1952), pp. 281-286.

<sup>23</sup>Christensen, "An Analysis of Selected Issues in Family Life Education," p. 62.

Professional Qualifications  
for Family Life Educators

The National Council on Family Relations (NCFR), is an organization which unites the leaders in family research, welfare and teaching for the common purpose of advancing the '...cultural values now principally secured through family relations for personality development and the strength of the nation.'<sup>24</sup>

In 1965 the National Council on Family Relations (NCFR) established the Standing Committee on Standards and Certification for Family Life Educators. The initial purpose of this committee was to set up '...a clearinghouse for exchanging information, procedures, and case studies of the efforts in the various states to achieve certification and establish standards for family life educators.'<sup>25</sup> This national organization (NCFR) had not set up specific professional qualifications for instructional personnel in the area of family life education when this research was initiated in January, 1969.<sup>26</sup> Therefore, it seemed wise to limit the scope of this study to the State of Michigan where extensive and up-to-date advances had been made regarding specific recommendations for family life teacher preparation and certification. These

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<sup>24</sup>Evelyn I. Rouner, "A Perspective of the Historical Development of the Present Proposal for the Certification of Family Life Teachers in Michigan" (unpublished paper submitted for use with the Governor's Task Force on University and Family Life of the State of Michigan, 1967).

<sup>25</sup>Ibid.

<sup>26</sup>Ibid.

recommendations were made by the Governor's Task Force on University and Family Life, of the State of Michigan, after two and a half years of exploration and thought, invitational conferences for administrators and discipline specialists, and the finalizing work of a multi-disciplinary sub-committee of the Governor's Task Force.<sup>27</sup> This sub-committee has formulated requirements for family life teacher preparation and certification in terms of competencies, knowledge and understanding (listed in Chapter 1, pages 2 & 3). It recommends a minor in family life education as the minimum requirement for the certification of secondary school educators in the area of family life education, but leaves the specification of experiences, such as courses and student teaching, as a responsibility of each institution of higher education.<sup>28</sup>

In July, 1969, the Committee on Educational Standards and Certification for Family Life Educators of the National Council on Family Relations (NCFR) wrote the first draft of the criteria which will serve as guidelines in the preparation of family life educators teaching at the junior and senior high school level. The second draft was made on September 5, 1969 and the third on September 19, 1969. It was this third draft which was presented at the October, 1969 NCFR Conference held in Washington, D. C. (Appendix B). The criteria (third draft) will be changed and improved in accordance

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<sup>27</sup> The Governor's Task Force, "Recommendations for Preparation of Family Life Education."

<sup>28</sup> Ibid.

with suggestions made by the "...NCFR Board and membership before they are published and distributed to colleges and universities as well as community and government agencies which are seeking the advice and guidance of professionals in this field." The committee hopes that the criteria will "...facilitate the move toward certification of family life educators in the various states."<sup>29</sup> It also recognizes that the task of creating certification proposals must be left to the government agencies, and colleges and universities having teacher education programs in a particular state.<sup>30</sup>

The recommendations for family life teacher certification made by the Governor's Task Force in Michigan and the tentative criteria for teacher education formulated by the NCFR Committee on Educational Standards and Certification for Family Life Educators were compared. It is the writer's conclusion that the two proposals are saying virtually the same thing, with the following exceptions:<sup>31</sup>

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<sup>29</sup>National Council on Family Relations, "Committee on Educational Standards and Certification for Family Life Educators, 1968-69" (unpublished paper presented by the NCFR Committee on Educational Standards and Certification at the NCFR conference in Washington, D. C., October, 1969), pp. 1-2.

<sup>30</sup>Ibid., p. 2.

<sup>31</sup>Professor Evelyn I. Rouser, in a phone conversation clarified and agreed with the writer's conclusions regarding the similarity and major differences between the recommendations for family life teacher certification made by the Governor's Task Force on University and Family Life (in Michigan) and the tentative criteria formulated by the NCFR Committee on Educational Standards and Certification for Family Life Educators, December 12, 1969. (Dr. Rouser, Central Michigan University, is Co-chairman of the Michigan Task Force on University and Family Life and a member of the NCFR Committee on Educational Standards and Certification for Family Life Educators.)



- 1) The tentative NCFR criteria are written as guidelines to serve in the preparation of junior and senior high school family life teachers, while the Michigan recommendations are written in terms of general competencies, knowledge and understanding which the family life teacher should possess when teaching (refer to Chapter 1, pp. 2 & 3 and Appendix B). The NCFR criteria outline specific learning experiences for the person preparing to become a family life teacher (refer to criteria 3, 8, 10, 11, 12, 13, 14 and 15, Appendix B).
- 2) The tentative NCFR criteria concern themselves almost completely with the professional qualifications of the family life teacher; while the Michigan recommendations include both the personal and professional qualifications of the family life teacher.

### Chapter Summary and Rationale for the Study

#### Summary

The summary below is presented under the headings used in the review of literature.

#### Personality Characteristics of Successful Teachers

The lists of personality characteristics resulting from studies attempting to describe the successful teacher are congruent with Maslow's self-actualizing person (refer to page 11). Research by Dandes, Maslow, Murray, Wilhelm and Will lend support for the self-actualizing person as the best teacher.

### Abraham Maslow's Theory of Self-Actualization

Maslow sees the self-actualizing person as developing and using all of his unique abilities, free of the emotional turmoil displayed by the less self-actualized. Maslow describes the "...authentic, healthy person..." as having "...ability to master the environment, to be capable, adequate, effective, competent in relation to it, to do a good job, to perceive it well...." (Italics mine.)<sup>32</sup>

### Personality Qualifications for Family Life Educators

Studies by Anderson, Christensen and Neubeck indicate that the desired personal qualities for family life educators are in agreement with Maslow's description of the self-actualizing person (refer to pages 15-17).

### Professional Qualifications for Family Life Educators

In 1967 the Governor's Task Force on University and Family Life, in Michigan, made recommendations for family life teacher preparation and certification in terms of competencies, knowledge and understanding. The Committee on Educational Standards and Certification for Family Life Educators of the National Council of Family Relations (NCFR) formulated on September 19, 1969 the third draft of tentative criteria which will eventually serve as guidelines in the preparation of family life educators teaching in junior and

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<sup>32</sup>Maslow, Toward a Psychology of Being, 2d ed., p. 179.

senior high schools (pages 18-20). The similarity and major differences between these two proposals are presented on pages 20 and 22.

### Rationale

The salient characteristics of this study are exploration of: (1) the self-actualization of Michigan family life educators, and (2) the relationship between self-actualization and self-perception of competency. These, plus the fact that the teachers are ranking themselves on a set of competencies, are unique in respect to research reported to date.

The relationship between the Michigan family life teacher's self-actualization and self-perception of competency explored in this study is supported by the research and literature presented in this chapter and by widespread concern for the personal and professional qualifications of family life educators (refer to the statement of the problem, pages 5 and 6).

## CHAPTER III

### DESIGN AND METHODOLOGY

The relationship between self-actualization and self-perception of competency among Michigan family life teachers is explored in this study. The theoretical framework is based upon Maslow's theory of self-actualization. In this chapter is discussed the population and sampling; the instruments used, including development of the "Family Life Teacher Scale" (FLTS); data collection; the hypothesis to be tested and procedures used in statistical analysis of the data.

#### Description of Population and Sample

##### The Population

Charles F. Stolz compiled a directory of Michigan teachers of family living courses in 1967.<sup>33</sup> A similar directory was compiled by the writer to serve as the population of the study. However, this directory was limited to family life teachers in the public secondary schools. Work on the directory began in April, 1969 and ended in

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<sup>33</sup>Charles F. Stolz, "Directory of Teachers of Family Living Courses by School Districts" (unpublished directory, Division on the Family, State of Michigan Human Resources Council, 1967).

September, 1969. The task of compiling the directory was accomplished by:

- 1) using the Michigan Education Directory and Buyer's Guide, 1968-1969 to obtain the name and address of all public secondary school superintendents in Michigan.
- 2) sending letters to Michigan public school superintendents, asking them to supply the name and address of person(s) teaching family life in their school district at the secondary level. They were asked to use the definition of family life education provided by the Governor's Task Force on University and Family Life to determine if they had a course or courses in family life (Appendix D, pages 96 and 100).<sup>34</sup>

In August of 1969, all Michigan public school superintendents were contacted by letter to insure that the name of every family life educator teaching in Michigan public secondary schools, as of the first day of the 1969-1970 school year, was listed in the new directory (Appendix D, pages 96 and 100). By September 30, 1969, every school district in Michigan having one or more family life teachers had submitted the name(s) with the exception of the Detroit Public Schools. Thus, the population of this study consists of the 526 family life teachers in the Michigan public secondary schools as of the first day of the 1969-1970 school year, excluding those teaching in the Detroit Public Schools. Of these 526 family life teachers, 441 are females and 85 are males.

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<sup>34</sup>Michigan, Governor's Task Force, "Recommendations for Preparation of Family Life Education."

### The Sample

A sample of 100 family life teachers was selected at random from the population (described above) by using a table of random numbers. There were no limitations regarding age, educational background or years of teaching experience. The sample consists of 19 males and 81 females.

The following tables describe the respondents with respect to age, major field, marital status, teaching experience and sex.

Age.--Only 3.7 per cent, or three teachers, are over 60 years of age and none are under 21 (Table 1). The largest group of 25.9 per cent, or 21 teachers, is in the 21-25 age range. Twelve per cent, or 10 teachers, are found in each of three age groupings: 31-35, 36-41 and 51-55. Ten per cent, or eight teachers, are found in each of two age groups which follow: 41-45 and 46-50. Seven per cent, or 6, of the teachers who responded are in the 50-60 age group. Six per cent, or five teachers, are 26-30 years of age. Only 3.7 per cent, or 3 teachers, are in the 61-65 age group. This sample includes teachers of family life courses in a 41-year age span from 21 to 62. The average age is 38.7 years.

TABLE 1  
AGE OF RESPONDENTS

Age	Number	Per Cent of Total
21-25 years	21	25.9
26-30 years	05	06.2
31-35 years	10	12.3
36-40 years	10	12.3
41-45 years	08	09.9
46-50 years	08	09.9
51-55 years	10	12.3
56-60 years	06	07.4
61-65 years	03	03.7
	—	—
Total	81	99.9*

\*Error in per cent total is due to rounding on percentages.

Major field.--The 81 respondents fell into ten major fields (Table 2). The field of home economics is the largest group with 76.5 per cent, or 62 teachers. Next in size is social science with 6 per cent, or 5 teachers. The fields of counseling and history each have four per cent, or 3 teachers. Political science and psychology each have two per cent of the respondents, or 2 teachers. Only one per cent, or one teacher, has a major in one of the four fields which follow: biology, business education, English, and health and physical education.

Of the twelve male respondents teaching family life courses, the largest number (three) have majors in social science. There are two males in each of the three fields which follow: counseling, history and political science. Only one male is in each of three fields: English, health and physical education, and psychology.

TABLE 2  
MAJOR FIELD OF RESPONDENTS

Major Field	Number	Per Cent of Total
Biology	01	01.2
Business Education	01	01.2
English	01	01.2
Counseling (1-counseling, math, Latin)	03	03.7
Health & Physical Education	01	01.2
History	03	03.7
Home Economics (1-home ec. & counseling)	62	76.5
Political Science	02	02.5
Psychology	02	02.5
Social Science	05	06.2
Total	81	99.9*

\*Error in per cent total is due to rounding on percentages.



Marital status.--Table 3 shows that 81.5 per cent, or 66, of the respondents are married; 13.6 per cent, or 11, are single; 03.7 per cent, or 3, are widowed; and 1.2 per cent, or 1, are divorced.

TABLE 3  
MARITAL STATUS OF RESPONDENTS

Marital Status	Number	Per Cent of Total
Single	11	13.6
Married	66	81.5
Divorced	01	01.2
Widowed	03	03.7
	—	—
Total	81	100.0

Teaching experience.--Only 1 per cent, or 1 teacher has over 36 years of teaching experience; 3.7 per cent, or 3 teachers, have 21-25 years; and 4.9 per cent, or 4 teachers, have 26-30 years of experience (Table 4). The largest group of 32.1 per cent, or 26 teachers, has 0-5 years of teaching experience; 22.2 per cent, or 18 teachers have 11-15 years of teaching experience; 20.9 per cent, or 17 teachers have 6-10 years; and 14.8 per cent, or 12, have 16-20 years of teaching experience. The years of experience for the 81 respondents ranges from 0-38 years. The mean number of years is 10.6.

TABLE 4  
TEACHING EXPERIENCE OF RESPONDENTS

Teaching Experience	Number	Per Cent of Total
0-5 years	26	32.1
6-10 years	17	20.9
11-15 years	18	22.2
16-20 years	12	14.8
21-25 years	03	03.7
26-30 years	04	04.9
31-35 years	0	0
36-40 years	01	01.2
	—	—
Total	81	99.8*

\*Error in per cent total is due to rounding on percentages.

Sex.--Of the 81 respondents, 14.8 per cent, or 12, were males and 85.2 per cent, or 69 were females (Table 5).

TABLE 5  
SEX OF RESPONDENTS

Sex	Number	Per Cent of Total
Males	12	14.8
Females	69	85.2
	—	—
Total	81	100.0

### Instruments

Data for this study were obtained by use of two instruments-- the Personal Orientation Inventory (POI) and the "Family Life Teacher Scale" (FLTS). Development of the FLTS is explained in the succeeding paragraphs. This is followed by a description of Shostrom's POI.

#### Development of a Self-Perception of Competency Scale-- the "Family Life Teacher Scale" (FLTS)

In developing a self-perception of competency scale based on the competencies, knowledge and understanding recommended by the Governor's Task Force on University and Family Life of the State of Michigan, it was necessary to obtain ideas and examples for writing the items. Selected faculty and doctoral students in home economics and family life education from Michigan State University individually wrote examples in behavioral terms (see Appendix C, page 92 for form used). Item examples and suggestions were also written by members of the Sub-Committee of the Governor's Task Force on University and Family Life. The members of this sub-committee had done the finalizing work in the formulation of the recommendations for Michigan family life teacher preparation and certification (refer to pages 2-3). Three of the ten sub-committee members participated in writing, while two gave verbal suggestions. The first draft of the "Family Life Teacher Scale" (FLTS) was written from these suggestions and examples. This first draft was then given to the members of the Sub-Committee on Certification of the Governor's Task Force to determine if it represented their thinking in regard to the competencies, knowledge

and understanding recommended for the preparation and certification of Michigan family life teachers (discussed in Chapter I, pages 1-3). Four of the ten sub-committee members participated. Notes taken during the formulation of the recommended competencies, knowledge and understanding were reviewed to determine their derivation and to check item validity.<sup>35</sup> Graduate students, faculty and research consultants gave their written and/or verbal reaction to the first draft of the "Family Life Teacher Scale" regarding general impression, appearance, item clarity and wording. The second draft was printed in booklet form and pre-tested with four Michigan family life teachers who would not be teaching when the study was conducted in the secondary schools. The main purpose of this pre-testing was to determine item quality. An indication of reliability was desired, but could not be meaningfully determined with such a small number of teachers. After completing the "Family Life Teacher Scale," these four teachers filled out a reaction sheet to give information on the following: areas of sensitivity, clarity of items, impression of the instrument in general, and time required for completion (Appendix C, page 95). Dr. Evelyn Rouner and Mrs. Bette LaChapelle, Co-chairman and Recording Secretary, respectively, of the Governor's Task Force on University and Family Life reviewed the 2nd draft of the "Family Life Teacher Scale" to

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<sup>35</sup>Bette LaChapelle, private interview for review of the meeting notes of the Sub-Committee on Family Life Teacher Certification of the Governor's Task Force on University and Family Life Education to determine the derivation of their recommended criteria for the certification of Michigan family life teachers, Michigan State University, East Lansing, Mich., May 13, 1969.

determine if it was congruent with the Task Force's recommendations for Michigan family life teacher preparation and certification, in terms of competencies, knowledge and understanding.<sup>36</sup> After these validation processes the "Family Life Teacher Scale" (FLTS) was finalized and printed in booklet form (Appendix A).

### The Personal Orientation Inventory (POI)

Everett L. Shostrom's Personal Orientation Inventory (POI) is the instrument used to measure self-actualization according to Maslow's Self-Actualization Theory. The POI's main purpose, as seen by Shostrom, is to provide the therapist and client with a measure of the client's level of positive mental health. But he states:

Since the POI scales were developed around value concepts having broad personal and social relevance, the instrument may be expected to find general use in colleges, in business and industrial settings,...<sup>37</sup>

The POI consists of 150 two choice comparative value judgment items. These items were chosen from the following: (a) "...observed value judgments of clinically healthy and clinically troubled patients" accumulated by therapists over a five year period at the Institute of Therapeutic Psychology at Santa Ana, California, and (b) the theoretical

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<sup>36</sup>Evelyn I. Rouser, private interview for validation of the "Family Life Teacher Scale" (FLTS), Central Michigan University, Mt. Pleasant, Mich., July 23, 1969; Bette LaChapelle, information corresponding to that given for Rouser.

<sup>37</sup>Everett L. Shostrom, EITS Manual for the Personal Orientation Inventory (San Diego, Calif.: Educational and Industrial Testing Service, 1968), p. 5.

formulations and research of Angel, Ellenberger, Ellis, Fromm, Horney, Maslow, May, Perls, Riesman, Rogers, and Watts.<sup>38</sup>

The 150 items have been categorized into two major scales and 10 subscales. The two major scales are the Time Competent ( $T_c$ ) scale with 23 items and the Inner Directed (I) scale with 127 items. In other words, these two scales use every item once, with a total of 150 items. Each item consists of two choices. The "incorrect" choices for the Time Competent scale are categorized under Time Incompetent. The "incorrect" choices for the Inner Directed scale are categorized under Other Directed. Ratio scores can be computed from Time Incompetent-Time competent scores and from Other Directed-Inner Directed scores.<sup>39</sup> The ten subscales are formed by using some of the 150 items more than once. If the scores on each of the 10 subscales are added together there is a total score of 219, indicating that a considerable number of items are used more than once in the ten subscales. A profile sheet for the POI scales and subscales has been established from adult norms. According to the POI manual, the score profile is particularly useful in the therapeutic situation as an aid in interpreting an individual's score results according to established norms.<sup>40</sup> In research work, "...for correlational or

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<sup>38</sup>Everett L. Shostrom, "An Inventory for the Measurement of Self-Actualization," pp. 207-208.

<sup>39</sup>Shostrom, manual for the Personal Orientation Inventory, p. 8.

<sup>40</sup>Ibid., pp. 5, 8.

statistical analyses....," the POI manual recommends that the Time Competent ( $T_c$ ) and Inner Directed (I) scales be used. Scoring in this manner uses all items once, making 150 the highest score possible.<sup>41</sup> The Time Competent and Inner Directed scales are the two major POI scales. Vernon Damm states that "...an overall measure of the POI can probably be best obtained by..., combining the raw scores of the I and  $T_c$  scales."<sup>42</sup> Eloise Murray used this method of scoring the Personal Orientation Inventory (POI) in her doctoral research.<sup>43</sup>

### Validity

The results of a study by Shostrom indicate that the Personal Orientation Inventory (POI) "...discriminates between clinically judged self-actualized and non-self-actualized groups on 11 of the 12 scales."<sup>44</sup> Shostrom reports the validity of the two major scales and eight of the subscales as significant at the 0.01 level, one subscale at the 0.05 level and one subscale as not significant.<sup>45</sup>

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<sup>41</sup>Ibid., p. 7.

<sup>42</sup>Vernon J. Damm, "Overall Measures of Self-Actualization Derived from the Personal Orientation Inventory," Educational and Psychological Measurement, XXIX, No. 4 (Winter, 1969), p. 981.

<sup>43</sup>Eloise M. Murray, "Self-Actualization and Social Values of Teachers as Related to Students' Perception of Teachers" (unpublished doctoral dissertation, The Pennsylvania State University, 1968), p. 25.

<sup>44</sup>Shostrom, manual for the Personal Orientation Inventory, p. 25.

<sup>45</sup>Ibid., p. 26.

### Reliability

The test-retest reliability coefficient for the Time Competent and Inner Directed scales are given below.<sup>46</sup>

<u>Score</u>	<u>Items</u>	<u>Reliability</u>
Time Competent	23	.71
Inner Directed	127	.84

Reliability coefficients for the subscales range from .55 to .85.

The scores on the two major scales of Time Competence and Inner Direction have been combined in several research studies. This procedure has been recommended by the POI manual for correlational and other statistical analyses (refer to pages 34 and 35). However, the reliability coefficient for these combined scales has not been determined in previous research studies (see Appendix E, page 101 for letter speaking to this effect).

### Collection of Data

This study investigates the relationship between Michigan family life teachers' self-actualization, as measured by the Personal Orientation Inventory (POI), and their self-perception of competency as measured by the "Family Life Teacher Scale" (FLTS).

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<sup>46</sup> Ibid., p. 32.



Research packets were mailed to the 100 randomly selected teachers. Each packet contained: (Appendix A, pages 73 through 82)

- a) a letter of endorsement,
- b) the cover letter,
- c) a postal card (clipped to the cover letter),
- d) "The Family Life Teacher Scale" (FLTS),
- e) FLTS score sheet (inserted in the FLTS test booklet),
- f) the Personal Orientation Inventory (POI),
- g) POI score sheet (inserted in POI test booklet),
- h) a number 2 pencil,
- i) a self-addressed, stamped envelope,
- j) a sheet with directions for returning materials (clipped to return envelope).

These packets were mailed on October 25, 1969. The respondents' names were not requested on the answer sheets and the responses were treated with complete confidentiality. However, the return envelopes were coded for follow-up purposes. Of the 100 research packets sent out, fifty-six per cent were returned by November 13, 1969. During the next three weeks phone calls were made to the thirty persons who had neither returned the packets, nor the postal cards indicating when they would return the completed materials. There was an 11 per cent (11) return before the December 5 follow-up letter (Appendix A, pages 83-84). During the next four weeks another 11 per cent (11) were returned. The second follow-up letter was mailed on January 8, 1970 (Appendix A, page 85). During the next two weeks an additional

three per cent (3) were returned. Altogether there were 17 non-responses and 2 rejections. The total number of returns was 81 per cent (81) of the sample.

### Testable Hypothesis

This study explores the relationship between self-perception of competency and self-actualization among Michigan family life teachers. Shostrom's Personal Orientation Inventory (POI) is the instrument used to measure self-actualization according to Maslow's theory of self-actualization. The Sands' "Family Life Teacher Scale" was developed to measure self-perception of competency.

The theoretical rationale which is at the basis of the hypothesis is that Maslow's self-actualizing person is competent in relation to his work and perceives it well (refer to detailed discussion on page 5). Theoretically it holds true that persons who score relatively high on the measure of self-actualization (POI), in comparison to the rest of the sample, will also score relatively high on the self-perception of competency scale (FLTS) in comparison to the rest of the sample. Similarly, persons who obtain low scores on the POI will tend to score low on the FLTS.

The above rationale is the basis for the hypothesis which follows:

There will be a positive relationship between Michigan family life teachers' self-actualization and self-perception of competency.

A definition of the terms used in the hypothesis is presented in Chapter 1, pages 7 and 8.

### Scoring and Analyzing Data

The machine-scoring answer sheets used for the Personal Orientation Inventory (POI) and the "Family Life Teacher Scale" (FLTS) were scored by the IBM 1230 optical scanner. The data were put on computer cards for use with the designated library program at the Michigan State University Computer Center.

The plan for analyzing the data of the study is presented in Table 6, page 40.

### Summary

Tables of demographic data are used to describe the eighty-one respondents with respect to age, major field, marital status, teaching experience and sex.

The testable hypothesis is concerned with the relationship between self-actualization and self-perception of competency. Shostrom's Personal Orientation Inventory (POI) is used as the measure of self-actualization. The decision is to combine the  $T_c$  and I scales of the POI to give an overall measure of self-actualization since factor analysis is thought to be infeasible for this study. Reasons for this decision will be discussed further in Chapter IV. An instrument titled the "Family Life Teacher Scale" (FLTS) was developed by the writer to measure self-perception of competency. Refer to pages 31 through 36 for a detailed description of the Personal Orientation Inventory (POI) and the "Family Life Teacher Scale" (FLTS).

Table 6 presents the analytical procedures used in this study.

TABLE 6  
PLAN FOR STATISTICAL ANALYSIS

	<u>Data</u>	<u>Statistical Procedure</u>
reliability of FLTS	FLTS scores	Analysis of Variance for Coefficient Alpha
reliability of POI	combined scores on Time Competent and Inner Directed scales	Hoyt's Analysis of Variance
<u>Hypothesis:</u> there will be a posi- tive relationship between Michigan family life teachers' self-actualization and self-perception of competency.	a) FLTS scores b) POI scores	Pearson Product- Moment
The relationship which is being investigated (see hypothesis) appears to hold true by theoretical definition. However, there will be errors which result from the unreliability of the instruments (POI & FLTS). A correction for these errors (correction for attenuation) will be introduced; thus obtaining an estimate of the relation- ship which would be obtained if the measurements were completely reliable.		Correction for Attenuation

## CHAPTER IV

### ANALYSIS OF THE RESULTS

Presented in this chapter is an analysis of the results based on the methodological approach and statistical treatment given in Chapter III, "Design and Methodology."

The purposes of this exploratory study were to test the hypothesized relationship between the variables self-actualization and self-perception of competency and to develop a self-perception of competency scale for family life teachers. The instruments used were Shostrom's Personal Orientation Inventory (POI) and Sands' "Family Life Teacher Scale" (FLTS). The Personal Orientation Inventory (POI) is a measure of self-actualization according to Abraham Maslow's self-actualization theory. The "Family Life Teacher Scale" was developed by the writer to measure Michigan family life teachers' self-perception of competency according to recommendations for the certification of Michigan family life teachers. These recommendations were made by the Governor's Task Force on University and Family Life. A copy of this instrument is shown in Appendix A, pages 73 through 79.

#### General Results of Family Life Teachers on Instruments Used

Summary data for scores obtained by 81 randomly chosen Michigan family life teachers on the "Family Life Teacher Scale"

(FLTS) and the Personal Orientation Inventory (POI) are shown in Table 7. On the POI the mean score was 100.75, standard deviation 12.43 and variance 154.46. The scores ranged from 69 to 126. The highest score possible on the POI was 150. Scores on the FLTS resulted in a mean of 180.43, standard deviation of 26.93 and a variance of 725.22. The scores ranged from 118 to 241. The FLTS is a fifty item rating scale with 250 being the highest score possible.

The POI scores for the family life teacher group are shown in Table 8 for comparison with norms for Eloise Murray's home economics teacher group and for Shostrom's self-actualized, normal adult, and non-self-actualized groups which are presented in the POI manual. As indicated in Table 8, this group of family life teachers seems to most closely resemble Murray's home economics teacher group and Shostrom's normal adult group. The family life teachers' mean score was 17.96 on the  $T_c$  scale, 82.79 on the I scale, with a total mean score of 100.75 on both scales; while Murray's home economics teachers had mean scores of 17.31 on the  $T_c$  scale, 79.20 on the I scale, with a total mean score of 96.51 on both scales.<sup>47</sup> As reported in the POI manual, Shostrom's normal adult group had a mean score of 17.70 on the  $T_c$  scale, 87.25 on the I scale, with a total mean score of 104.95 on both scales; while the family life teachers had a mean

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<sup>47</sup>Eloise M. Murray, "Self-Actualization and Social Values of Teachers as Related to Students' Perception of Teachers" (unpublished doctoral dissertation, The Pennsylvania State University, 1968), p. 33.

TABLE 7

SCORES FOR FAMILY LIFE TEACHERS ON PERSONAL  
ORIENTATION INVENTORY (POI) AND "FAMILY LIFE  
TEACHER SCALE" (FLTS)

Teacher N=81

Instruments	Mean	Range	Standard Deviation	Variance
POI*	100.75	69-126	12.43	154.46
FLTS	180.43	118-241	26.93	725.22

\*Time Competence (T<sub>c</sub>) and Inner Directed (I) scales combined

TABLE 8

TIME COMPETENCE, INNER DIRECTION AND TOTAL SCORES ON PERSONAL  
ORIENTATION INVENTORY (POI) FOR FAMILY LIFE TEACHERS AND  
COMPARABLE GROUPS

	Family Life Teachers N=81 (Mean Scores)	Murray's Home Economics Teachers N=261 (Mean Scores)	SA Group N=29 (Mean Scores)	Normal Adults N=158 (Mean Scores)	Non-SA Group N=34 (Mean Scores)
Time Competent Scale (T <sub>c</sub> )	17.96	17.31	18.93	17.70	15.82
Inner Directed Scale (I)	82.79	79.20	92.86	87.25	75.76
Total	100.75	96.51	111.79	104.95	91.58



score of 17.96 on the  $T_c$  scale, 82.79 on the I scale, with a total mean score of 100.75 on both scales.<sup>48</sup>

### Findings Related to the Hypothesis

Using procedures stated in Chapter III, page 40, the Pearson Product-Moment correlation coefficient was computed to test the hypothesized relationship. These data are presented after the hypothesis for its support or rejection. The major terms used in the hypothesis are stated below. A more complete definition of terms may be found in Chapter I, pages 6 and 7.

#### Definition of Terms Used in the Hypothesis

Self-Actualization: as measured by Shostrom's Personal Orientation Inventory (POI). In this study the two major scales of Time Competence ( $T_c$ ) and Inner Direction (I) are the only scales used.

Self-Perception of Competency: as measured by Sands' "Family Life Teacher Scale" (Appendix A).

Positive Relationship: a positive relationship between two variables means that if a person's score on variable one is relatively high in comparison to the rest of the group, his score on variable two will tend to be relatively high in comparison to the rest of the group. Similarly, low scores on variable one tend to be paired with low scores on variable two.

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<sup>48</sup>Shostrom, manual for the Personal Orientation Inventory, pp. 25-26.

### The Hypothesis

The hypothesis predicted: There will be a positive relationship between Michigan family life teachers' self-actualization and self-perception of competency. Data used to test this hypothesis consisted of the scores obtained by the 81 respondents on the Personal Orientation Inventory ( $T_c$  and I scales) and the "Family Life Teacher Scale." The Pearson Product-Moment correlation coefficient was computed to test the relationship hypothesized above. The resulting correlation coefficient is presented in Table 9. As indicated by the results reported in Table 9, a statistically significant relationship was found at the .01 level between scores on the FLTS and the POI.

TABLE 9

CORRELATION COEFFICIENT FOR HYPOTHESIZED  
RELATIONSHIP BETWEEN TOTAL SCORES ON  
SELF-ACTUALIZATION AND SELF-PERCEPTION OF  
COMPETENCY INSTRUMENTS

Two Variables	No. of Cases	Pearson r
POI Scores*, FLTS Scores	81	.30**

\*Time Competence ( $T_c$ ) and Inner Directed (I) scales combined

\*\*Significant at the .01 level

Prior to computing the Pearson Product-Moment correlation coefficient, two attempts were made to use factor analysis. The first attempt used FLTS total scores and scores on all fourteen POI scales. The second attempt used FLTS total scores and excluded the Time

Incompetent and Other Directed scales of the POI. Factor analysis was not used as an analytical procedure because of interpretation problems resulting from the structural characteristics of Shostrom's Personal Orientation Inventory (POI) which follow.

- 1) The number of items per POI scale and subscale are wide in range, varying from nine to 127.
- 2) A differential amount of item overlapping exists in the 10 subscales. Refer to pages 34 and 35 for a more detailed discussion of how the items overlap.<sup>49</sup>

Also, the sample size, i.e. 81, was not sufficiently large to render a stable factor solution.

#### Reliability of Sands' "Family Life Teacher Scale" (FLTS)

In computing the reliability of the "Family Life Teacher Scale" (FLTS), analysis of variance for coefficient alpha was used. Alpha ( $\alpha$ ) is the average of all the possible split-half coefficients for a given test.<sup>50</sup> A mean square of 14.50 for the 81 respondents and a mean square of .60 for error was obtained through analysis of

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<sup>49</sup>Damm, "Overall Measures of Self-Actualization Derived from the Personal Orientation Inventory," pp. 977-981.

<sup>50</sup>Lee L. Cronbach, "Coefficient Alpha and the Internal Structure of Tests," in Principles of Educational and Psychological Measurement, ed. by William A. Mehrens and Robert L. Ebel (Chicago: Rand McNally and Co., 1967), pp. 132-135.

variance for coefficient alpha. Using this information, the formula

$$r_k = \frac{M - \bar{M}}{\bar{M}}$$

where:  $r_k$  = reliability coefficient of average mean

$M$  = mean square for persons  
 $\bar{M}$

$M$  = mean square for error

found a mean FLTS reliability coefficient of .96.<sup>51</sup> Thus, the writer concluded that the "Family Life Teacher Scale" (FLTS) had unusually high reliability.

Instruments used in any situation are unreliable to some extent. Therefore, the correlation coefficient computed between any two instruments would tend to be lower than the true, or theoretical, relationship between them. To correct for the lowered correlation coefficient resulting from the unreliability of the instruments used in this study, the analytical plan outlined in Chapter III, page 40, included a correction for attenuation.

On pages 46 and 47 of this chapter, the hypothesized positive relationship between self-actualization, as measured by the POI, and self-perception of competency, as measured by the FLTS, was tested using Pearson Product-Moment correlation coefficient.

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<sup>51</sup> Robert L. Ebel, "Estimation of the Reliability of Ratings," in Principles of Educational and Psychological Measurement, ed. by William A. Mehrens and Robert L. Ebel (Chicago: Rand McNally and Co., 1967), pp. 118-119.

Although the correlation coefficient of .30 was significant at the .01 level, it seemed that the correlation coefficient may have been greatly affected by the unreliability of either or both of the instruments. However, the reliability coefficient for the "Family Life Teacher Scale" (FLTS) has been found to be .96 which suggests only slight, if any, attenuation due to the unreliability of the FLTS. Therefore, it was decided not to correct for attenuation as proposed in Chapter III.

### Reliability of Shostrom's Personal Orientation Inventory (POI)

Scores on the two major POI scales of Time Competence ( $T_c$ ) and Inner Direction (I) are combined in this study to give a single total score. This scoring procedure is recommended in the POI manual for correlational analysis.<sup>52</sup> Although scores on the  $T_c$  and I scales have been combined in several research studies, the reliability coefficient has not been determined using the combined data from these two scales only (refer to Appendix E, page 101 for letter speaking to this effect).

Hoyt's Analysis of Variance was used to compute the reliability coefficient for the Time Competent ( $T_c$ ) and Inner Directed (I) scales of the Personal Orientation Inventory (POI).<sup>53</sup> With a mean square

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<sup>52</sup>Shostrom, manual for the Personal Orientation Inventory, p. 7.

<sup>53</sup>Cyril J. Hoyt, "Test Reliability Estimated by Analysis of Variance," in Principles of Educational and Psychological Measurement, ed. by William A. Mehrens and Robert L. Ebel (Chicago: Rand McNally and Co., 1967), pp. 108-111.

of 1.03 for the 81 respondents and a mean square of 1.61 for error, a mean reliability coefficient of .84 was found for the Time Competent ( $T_c$ ) and Inner Directed (I) scales of the POI. This reliability was considered to be high enough to suggest no serious attenuation. Therefore, a correction for attenuation was not computed.

### Exploration of Unpredicted Relationships

Due to results which support the hypothesis, varied make-up of the respondent group and the reliability of the instruments used, it seemed worthwhile to explore the following unpredicted relationships between:

- 1) POI scores and age of respondents.
- 2) FLTS scores and age of respondents.
- 3) POI scores and years of teaching.
- 4) FLTS scores and years of teaching.
- 5) POI and FLTS scores for females.
- 6) POI and FLTS scores for males.
- 7) POI and FLTS scores for home economics majors.
- 8) POI and FLTS scores for females not majoring in home economics.
- 9) POI and FLTS scores for males and females with majors in fields other than home economics.

Product-Moment correlation coefficients were computed for the paired variables listed above. The correlation coefficients found for these variables are presented in Tables 10 and 11, pages 51 and 52.

It may be observed from Tables 10 and 11 that none of the correlation coefficients are significant at the .01 level. Only three correlation coefficients are statistically significant at the .05 level using a two-tailed test.

TABLE 10

CORRELATION COEFFICIENTS FOR RELATIONSHIPS  
BETWEEN THE FOLLOWING VARIABLES: POI SCORES  
AND AGE; FLTS SCORES AND AGE; POI SCORES AND  
YEARS OF TEACHING; FLTS SCORES AND YEARS OF TEACHING

Two Variables	Pearson r
POI Scores* and Age	-.04
FLTS Scores and Age	-.27**
POI Scores* and Years of Teaching	.00
FLTS Scores and Years of Teaching	.16

\*Time Competent ( $T_c$ ) and Inner Directed (I) scales

\*\*Significant at .05 level

TABLE 11

PRODUCT-MOMENT CORRELATION COEFFICIENTS  
FOR POI\* AND FLTS SCORES OF SPECIFIC  
SUBGROUPS WITHIN THE RESPONDENT GROUP

Subgroup	No. of Cases	Pearson r for POI and FLTS Scores
Females	69	.25**
Males	12	.56
Home Economics Majors	62	.20
Females Not Majoring in Home Economics	7	.68
Males and Females with Majors in Fields Other than Home Economics	19	.56**

\*Time Competent ( $T_c$ ) and Inner Directed (I) scales

\*\*Significant at .05 level

### Discussion of Results

The one major hypothesis tested in the study was supported by the results. The results relevant to the hypothesis are discussed below.

The hypothesis stated: There will be a positive relationship between Michigan family life teachers' self-actualization and self-perception of competency.

This relationship was predicted because self-actualization theory suggests a positive relationship between self-actualization and work competency. According to self-actualization theory, the



self-actualizing person is competent in relation to his work and perceives it well.<sup>54</sup>

Scores from the Personal Orientation Inventory, as the measure of self-actualization, and from the "Family Life Teacher Scale," as the measure of self-perception of competency, resulted in a correlation coefficient significant at the .01 level. That the results support this hypothesis may be regarded as support for Abraham Maslow's theory of self-actualization. However, in determining the magnitude of the relationship between the variables self-actualization and self-perception of competency, it is found that the computed correlation coefficient of .30 represents a 9 per cent association between the two variables. It can also be stated that 9 per cent of the variance of the one variable is predictable from the variance of the other. The unexplained variance is 91 per cent.

#### Reliability of Instruments Used

The coefficient of reliability computed for Sands' Family Life Teacher Scale" (FLTS) was found to be unusually high (see pages 47 and 48). Shostrom's Personal Orientation Inventory (POI) was found to be sufficiently reliable for practical purposes. Therefore, it seemed that the Pearson Product-Moment correlation coefficient, computed for the hypothesized relationship between self-actualization and self-perception of competency, would not be lowered significantly by the unreliability of the FLTS or the POI.

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<sup>54</sup>Maslow, Psychology of Being, 2d ed., p. 179.

Using the Time Competent ( $T_c$ ) and Inner Directed (I) scales of the Personal Orientation Inventory (POI), the total score possible was 150. The family life teachers in this study had scores ranging from 69 to 126 (see Table 7, page 43 for summary of scores). If the range of scores had been wider it is likely that the reliability coefficient may have been greater. This group seemed to be particularly lacking in high scores, the highest being 126 out of a possible 150. However, according to Maslow's self-actualization theory, such individuals are rare. Maslow says that "... , in principle, self-actualization is easy, in practice it rarely happens (by my criteria, certainly in less than 1% of the adult population)."<sup>55</sup> The range of scores on the FLTS seems to be a positive factor underlying its high reliability. The FLTS had scores ranging from 118 to 241 which is considerably wider than the range of scores on the POI.

#### Unpredicted Relationships

Three statistically significant but unpredicted relationships were found at the .05 level between:

- 1) FLTS scores and age of respondents.
- 2) POI and FLTS scores for females only.
- 3) POI and FLTS scores for males and females with majors in fields other than home economics.

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<sup>55</sup>Ibid., p. 204.

These relationships could occur by chance, but because of the exploratory nature of the study they will be accepted as significant and as suggestions for future research.

### Summary

Results of this exploratory study were analyzed and discussed for the hypothesized relationship between self-actualization and self-perception of competency, the reliability of the instruments used, and for unpredicted relationships.

The hypothesis was tested by computing the Pearson Product-Moment correlation coefficient between Sands' "Family Life Teacher Scale" (FLTS) and Shostrom's Personal Orientation Inventory (POI).

The results are summarized as follows:

H	There will be a positive relationship between Michigan family life teachers' self-actualization and self-perception of competency.	$p < .01$ Accept H
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The hypothesis, basic to this exploratory study, was accepted when the results were found to be statistically significant at the .01 level.

The "Family Life Teacher Scale" (FLTS) was developed by the writer as part of this study. The reliability coefficient for the FLTS was found to be .96.

A reliability coefficient of .84 was computed for Shostrom's Personal Orientation Inventory (POI) using data from the Time Competent ( $T_c$ ) and Inner Directed (I) scales only. Use of only the

two major POI scales of Time Competence ( $T_c$ ) and Inner Direction (I) in this study has been discussed on pages 34, 35, 39, 48 and 49.

Due to the reliability of the instruments used and results which support the hypothesis, a number of unpredicted relationships were explored. Looking at specific subgroups within the respondent group, it was found that Product-Moment correlation coefficients computed for POI and FLTS scores for females only and for males and females with majors in fields other than home economics were significant at the .05 level. Also significant at the .05 level was the unpredicted relationship between FLTS scores and age of the respondents.

In Chapter V the study is summarized, conclusions based upon the results are stated, and implications for future research are given.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

#### Summary

The primary purpose of this exploratory study was to investigate the relationship between Michigan family life teachers' self-actualization and self-perception of competency.

Based on Maslow's theory of self-actualization, the proposed relationship between the variables self-actualization and self-perception of competency seemed to be true. Maslow sees the self-actualizing person as developing and using all of his unique abilities, free of the emotional turmoil displayed by the less self-actualized. Maslow describes the "...authentic, healthy person..." as having "...ability to master the environment, to be capable, adequate, effective, competent in relation to it, to do a good job, to perceive it well...." (Italics mine.)<sup>56</sup>

The lists of personality characteristics resulting from studies attempting to describe the successful teacher are congruent with Maslow's self-actualizing person (refer to pages 13 and 14). Research by Dandes, Maslow, Murray, Wilhelm and Will lend support for the self-actualizing person as the best teacher. Studies by Anderson,

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<sup>56</sup>Ibid., p. 179.

Christensen and Neubeck indicate that the desired personal qualities for family life educators are in agreement with Maslow's description of the self-actualizing person (refer to Chapter II, pages 15-17).

The instruments used were Shostrom's Personal Orientation Inventory (POI) and Sands' "Family Life Teacher Scale" (FLTS). The Personal Orientation Inventory measures self-actualization according to Abraham Maslow's self-actualization theory. The "Family Life Teacher Scale" was developed by the writer to measure Michigan family life teachers' self-perception of competency according to recommendations for the certification of Michigan family life teachers. These recommendations were made by the Governor's Task Force on University and Family Life in Michigan. A copy of the FLTS is shown in Appendix A, pages 73 through 79.

The population of the study consisted of 526 family life teachers in the Michigan public secondary schools as of the first day of the 1969-1970 school year, excluding those teaching in the Detroit Public Schools. A sample of 100 family life teachers was selected at random. The respondent group of 81 was categorized with respect to sex, marital status, age, teaching experience and major field.

The data were analyzed for the hypothesized relationship between self-actualization and self-perception of competency, the reliability of the instruments used, and for unpredicted relationships.

The hypothesis predicted: There will be a positive relationship between Michigan family life teachers' self-actualization and self-perception of competency. The hypothesis was tested by computing the Pearson Product-Moment correlation coefficient from scores obtained

by the 81 respondents on the Personal Orientation Inventory ( $T_c$  and I scales) and the "Family Life Teacher Scale." Statistical support at the .01 level was found for the hypothesis. It should be noted that the two major POI scales of Time Competence ( $T_c$ ) and Inner Direction (I) were combined in this study, giving a single total score of 150 possible. This scoring procedure is recommended in the POI manual for correlational analysis. Chapter III, pages 34, 35, 39 and Chapter IV, page 46 discuss the POI's structural characteristics which indicate the necessity of using only  $T_c$  and I scales for the statistical analysis necessary in this study.

Reliability coefficients were computed for the two instruments used in this study. Using analysis of variance for coefficient alpha, the reliability of the "Family Life Teacher Scale" (FLTS) was .96. The FLTS was developed by the writer as part of the study. Hoyt's Analysis of Variance was used to obtain the reliability coefficient for the Time Competent ( $T_c$ ) and Inner Directed (I) scales of the Personal Orientation Inventory (POI). The reliability of the POI,  $T_c$  and I scales only, was .84. To the writer's knowledge, this is the first time a coefficient of reliability has been determined using the combined data from the  $T_c$  and I scales of the POI.

Finding the FLTS highly reliable, the POI sufficiently reliable, and results supporting the hypothesized relationship, a number of unpredicted relationships were explored between the variables which follow.

- 1) POI scores and age of respondents.
- 2) FLTS scores and age of respondents.

- 3) POI scores and years of teaching.
- 4) FLTS scores and years of teaching.
- 5) POI and FLTS scores for females.
- 6) POI and FLTS scores for males.
- 7) POI and FLTS scores for home economics majors.
- 8) POI and FLTS scores for females not majoring in home economics.
- 9) POI and FLTS scores for males and females with majors in fields other than home economics.

Product-Moment correlation coefficients computed for the paired variables listed above were not significant at the .01 level. There were statistically significant relationships at the .05 level between:

- 1) FLTS scores and age of respondents.
- 2) POI and FLTS scores for females only.
- 3) POI and FLTS scores for males and females with majors in fields other than home economics.

### Conclusions

1. The eighty-one Michigan family life teachers in this study may be described as usually married (66 persons), female (69 persons), usually having a home economics major (62 teachers), between twenty-one and sixty-two years of age, having between zero and thirty-eight years of teaching experience, and teaching at least one family life class in Michigan public secondary schools.



2. Self-actualization measured by the POI's Time Competent ( $T_c$ ) and Inner Directed (I) scales and self-perception of competency measured by the FLTS were significantly related.
3. The theoretical relationship between self-actualization and self-perception of competency was supported by the results.
4. Looking at specific subgroups within the respondent group, the results of this study support the relationship between self-actualization and self-perception of competency for females only and for males and females with majors in fields other than home economics.
5. The results support the unpredicted relationship between FLTS scores and age.
6. The unusually high reliability of the FLTS suggests that its use with other samples of family life teachers should result in a coefficient of reliability which is still adequately high.
7. Reliability estimated by analysis of variance on the combined data from the Time Competent ( $T_c$ ) and Inner Directed (I) scales of the POI provided a reliability coefficient which had not been computed prior to this study.

### Discussion

Maslow's self-actualization theory suggests that the self-actualizing person needs a particular type of job for optimum self-growth, is successful in relation to his job and perceives it well. Maslow sees the self-actualizing person as developing and using all of his unique abilities, free of the emotional turmoil displayed by the less self-actualized.<sup>57,58</sup> Studies by Anderson, Christensen and Neubeck indicate that the desired personal qualities for family life educators are in agreement with Maslow's description of the self-actualizing person.<sup>59,60,61</sup> In accord with Maslow's theory, a positive relationship was predicted between Michigan family life teachers' self-actualization and self-perception of competency. As indicated in the preceeding discussion, this relationship appears to hold true by theoretical definition. Therefore, the reliability of the instruments used in the study determined how close the relationship between self-actualization and self-perception of competency was to the true, or theoretical relationship between them. The predicted

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<sup>57</sup>Ibid., pp. 179, 202.

<sup>58</sup>Maslow, Motivation and Personality, p. 91.

<sup>59</sup>Anderson, "A Descriptive Study of Forty Educators in Marriage and Family Life with Secondary Consideration of Their Courses," p. 116.

<sup>60</sup>Christensen, "An Analysis of Selected Issues in Family Life Education," p. 62.

<sup>61</sup>"A Prospectus for a Graduate Program in Family Life Education," cited by Christensen, "An Analysis of Selected Issues in Family Life Education," p. 61.

relationship between self-actualization and self-perception of competency was supported by the results. Thus the study seems to provide support for the theoretical relationship between self-actualization, as measured by Shostrom's POI, and self-perception of competency, as measured by Sands' FLTS. However, in determining the magnitude of the relationships between the variables self-actualization and self-perception of competency it was found that only 9 per cent is known of what would have to be known in order to make a perfect prediction of the one variable from the other (see Discussion of Results, page 52). Additional research with a larger sample containing a wider range of POI scores might result in more practical information concerning this theoretical relationship. This random sample of 81 persons was noticeably lacking in upper limit scores.

Of the nine unpredicted relationships, three were significant at the .05 level. These relationships could have occurred by chance, but because of the exploratory nature of the study they were accepted as significant and as suggestions for future research.

Unpredicted relationships between POI and FLTS scores for specific subgroups within the respondent group resulted in support for the subgroup of males and females with majors in fields other than home economics and for the subgroup of females only. The subgroup of 62 home economics majors had a correlation coefficient of .20 for the relationship between its POI and FLTS scores which was not statistically significant. A possible reason for the statistically significant relationship between POI and FLTS scores

for the 69 females and not for the 62 home economics majors is the narrow range of scores in the upper limits for the subgroup of 7 females who had majors other than home economics. The subgroup of home economics majors had a range of scores from 77-126 on the POI and 118-241 on the FLTS. The subgroup containing females not majoring in home economics had a range of scores from 98-124 on the POI and 145-208 on the FLTS. It seems that the statistically significant relationship between POI and FLTS scores for the two subgroups discussed above may have been due to the narrow ranges of scores in the upper limits. Appendix F, Tables 12 and 13 provide summary data for POI and FLTS scores obtained by specific subgroups within the respondent group.

The unpredicted relationship between FLTS scores and age of respondents was supported by the results. However, with a correlation coefficient of  $-.04$  the relationship between POI scores and age was not statistically significant. Noting that Shostrom's POI is based on Maslow's theory of self-actualization, the preceeding evidence does not support Maslow's theory of self-actualization in regard to age. Maslow states that "...self-actualization of the sort I found in older subjects was not possible in our society for young, developing people."<sup>62</sup>

It is interesting to note that while the results significantly support the unpredicted relationship between FLTS scores and age, they do not support the relationship between FLTS scores and years

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<sup>62</sup>Maslow, Motivation and Personality, p. 200.

of teaching experience. Reasons for the preceeding results cannot be suggested since the FLTS is a new instrument and would need to be used with other samples.

The "Family Life Teacher Scale" (FLTS) was based on the competencies, knowledge, and understanding recommended by the Governor's Task Force on University and Family Life for Michigan family life teacher preparation and certification. The validity of the FLTS was dependent upon the rational analysis and professional judgment of the writer and members of the sub-committee of the Governor's Task Force on University and Family Life of the State of Michigan. Notes taken during formulation of the recommended competencies, knowledge and understanding were used to check item validity. It seems that the procedures used to validate the FLTS were suitable for use in this study. The unusually high reliability of the FLTS makes it particularly applicable for use in other research studies. It is also important to note that a test must be reliable in order to be valid.

The reliability coefficient for combined data on the Time Competent ( $T_c$ ) and Inner Directed (I) scales of the POI was found to be sufficiently reliable for practical purposes. This information may be of use in the manual for Shostrom's Personal Orientation Inventory (POI) since the reliability coefficient computed in this manner had not been computed prior to this study (see letter speaking to this effect, Appendix E, page 101). It seems that information pertaining to the reliability of combined data on the  $T_c$  and I scores would be helpful because this is the scoring procedure recommended in the POI manual for correlational or other statistical analysis.

In conclusion, it appears that the study has laid the groundwork for future research in the area of personality theory and self-perception of competency in regard to the family life teacher. The results did support the hypothesized theoretical relationship between self-actualization and self-perception of competency. The "Family Life Teacher Scale" (FLTS), an unusually reliable instrument, resulted. It appears to have value for measuring the family life teacher's self-perception of competency. Also, the FLTS could be a useful tool in curriculum planning for family life teacher preparation and in the development of instructional materials.

#### Implications for Future Research

The exploratory nature of the study lends itself to research which will extend its positive findings.

1. Replication of the study is desirable to discover whether the same results would be obtained using a larger sample, preferably extended over several states, to provide a more representative sampling of family life teachers in the nation as a whole. Also, it would be more likely that a larger sample would provide a wide range of scores on the POI which was lacking in this study, particularly in the upper limits.
2. Hypothesized relationships could be explored using the information gained through this study's exploration of nine unpredicted relationships.

Further research concerning the "Family Life Teacher Scale" (FLTS) is also implied:

1. The factor of age, which correlates significantly with FLTS scores in this study, could be more intensely studied.
2. Comparison could be made between variations in FLTS scores according to major field of study.
3. Measuring the reliability of the FLTS with other samples would provide additional evidence of the instrument's usefulness. Repeating the use of analysis of variance for coefficient alpha would provide a reliability coefficient directly comparable to the reliability coefficient computed in this study. Results of other applicable methods of measuring reliability would also be informative.
4. Research designed to determine if the classroom behavior of teachers rating themselves high on the FLTS differs from that of teachers who rate themselves low.

Thus the results of the study suggest direction for future research. Further investigation into the family life teacher's characteristics as a person and preparation as a teacher in terms of competencies, knowledge and understanding needs to be planned.

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## **APPENDICES**

APPENDIX A  
"FAMILY LIFE TEACHER SCALE" (FLTS)  
AND COVER LETTERS

# FLTS

FAMILY LIFE TEACHER SCALE

BILLIE LOUISE SANDS

## Directions:

This SELF-PERCEPTION scale consists of single numbered statements. After reading each statement, please indicate where you perceive yourself on a scale numbered 1 through 5.

Please mark your response on the answer sheet with the FLTS heading (Family Life Teacher Scale). Let's say your response to the first statement is number 5. Blacken between the lines in the column headed "5". (See Example Item 1, at right.) If your response to the second statement is 1, blacken between the lines in the column headed "1". (See Example Item 2 at right.) Remember to give your own perception of YOURSELF as a FAMILY LIFE TEACHER.

### Section of Answer Column Correctly Marked

	1	2	3	4	5
1.	::	::	::	::	■
	1	2	3	4	5
2.	■	::	::	::	::

When marking your answers on the answer sheet, please ...

- check to see that the number of the statement agrees with the number on the answer sheet.
- make heavy black marks with your #2 lead pencil (enclosed in the test packet).
- erase completely.
- do NOT mark in the test booklet.

Before you begin the inventory, please write your age, sex, years of teaching experience and other requested information in the space provided on your answer sheet.

PLEASE OPEN THE BOOKLET AND START WITH STATEMENT 1



1. To provide an atmosphere which conveys the right of each individual to be a UNIQUE PERSON (NOT necessarily approval of uniqueness), I perceive my competency as a family life teacher to be:  
 LOW COMPETENCY    1       2       3       4       5       HIGH COMPETENCY
2. To gain self-knowledge or understanding which aids in evaluating my mental ability, physical reactions, and personal abilities, I perceive my competency to be:  
 LOW COMPETENCY    1       2       3       4       5       HIGH COMPETENCY
3. To accept myself for the way I am (strengths and weaknesses), I perceive my competency to be:  
 LOW COMPETENCY    1       2       3       4       5       HIGH COMPETENCY
4. To counsel with students about their personal concerns stemming from course experiences, I perceive my competency as a family life teacher to be:  
 LOW COMPETENCY    1       2       3       4       5       HIGH COMPETENCY
5. To make referrals to appropriate agencies (ex.: school counselor), I perceive my competency as a family life teacher to be:  
 LOW COMPETENCY    1       2       3       4       5       HIGH COMPETENCY
6. To integrate knowledge from relevant disciplines (ex.: economics, education, home economics, law, the sciences, philosophy, etc.), I perceive my competency as a family life teacher to be:  
 LOW COMPETENCY    1       2       3       4       5       HIGH COMPETENCY
7. To AVOID imposing my FEELINGS on students, I perceive my competency as a family life teacher to be:  
 LOW COMPETENCY    1       2       3       4       5       HIGH COMPETENCY
8. To AVOID imposing my ATTITUDES on students, I perceive my competency as a family life teacher to be:  
 LOW COMPETENCY    1       2       3       4       5       HIGH COMPETENCY
9. To AVOID imposing my VALUES on students, I perceive my competency as a family life teacher to be:  
 LOW COMPETENCY    1       2       3       4       5       HIGH COMPETENCY

10. To interpret the family life educational program to others in the school and community,

I perceive my competency as a family life teacher to be:

LOW

HIGH

COMPETENCY    1    2    3    4    5    COMPETENCY

11. To use course materials which are relevant to the students' INTERESTS (ex.: magazines, tapes, surveys, etc.),

I perceive my competency as a family life teacher to be:

LOW

HIGH

COMPETENCY    1    2    3    4    5    COMPETENCY

12. To use course materials which are relevant to the students' NEEDS (basic needs; ex.: development of self-concept, identity, and psycho-sexual development),

I perceive my competency as a family life teacher to be:

LOW

HIGH

COMPETENCY    1    2    3    4    5    COMPETENCY

TO VERBALLY RELATE MY COMPREHENSION OF:

(Questions 13-17)

13. ... the physical development of persons through the life cycle (normal patterning and variations),

I perceive my competency as a family life teacher to be:

LOW

HIGH

COMPETENCY    1    2    3    4    5    COMPETENCY

14. ... the emotional development of persons through the life cycle (normal patterning and variations),

I perceive my competency as a family life teacher to be:

LOW

HIGH

COMPETENCY    1    2    3    4    5    COMPETENCY

15. ... the intellectual development of persons through the life cycle (normal patterning and variations),

I perceive my competency as a family life teacher to be:

LOW

HIGH

COMPETENCY    1    2    3    4    5    COMPETENCY

16. ... the social development of persons through the life cycle (normal patterning and variations),

I perceive my competency as a family life teacher to be:

LOW

HIGH

COMPETENCY    1    2    3    4    5    COMPETENCY

17. ... psycho-social dynamics within the family setting (ex.: inter-personal communication, emotional interaction, etc.),

I perceive my competency as a family life teacher to be:

LOW

HIGH

COMPETENCY    1    2    3    4    5    COMPETENCY

## TO VERBALLY RELATE MY COMPREHENSION OF:

(Questions 18-24)

18. ... cultural and sub-cultural family patternings (ex.: variations of family structure and function according to ethnicity, religion, socio-economic class, etc.),  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
19. ... sexual identity (ex.: male and female role),  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
20. ... family planning (ex.: psychological and physical considerations),  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
21. ... reproduction (biology of sex),  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
22. ... emotionality (psychological aspects of sex, ex.: feelings involved),  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
23. ... varying sexual values,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
24. ... human sexuality (all facets: emotional, mental, and social interacting),  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY

## TO VERBALLY RELATE MY COMPREHENSION OF THE EFFECTS OF:

(Questions 25-26)

25. ... government on families (includes regulations, legislation and policies pertaining to families),  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
26. ... religion on families,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY

TO VERBALLY RELATE MY COMPREHENSION OF THE EFFECTS OF:  
(Questions 27-31)

27. ... education on families,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
28. ... economy on families (the family as a consumption unit, as well as society in general),  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
29. ... employment on families (ex.: effects of work hours, both parents employed, etc.),  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
30. ... recreation on families (ex.: availability of leisure time, etc.),  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
31. ... civic participation on families (ex.: community organizations available, etc.),  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY

TO VERBALLY RELATE MY COMPREHENSION OF:  
(Questions 32-35)

32. ... management of practical realities of everyday living (household management and family economics),  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
33. ... management of feeding the family,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
34. ... management of housing the family,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
35. ... management of clothing the family,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY

## TO VERBALLY RELATE MY COMPREHENSION OF:

(Questions 36-38)

36. ... management of family financing,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
37. ... management of child rearing,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
38. ... the decision-making process (ex.: social and economical decision making),  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY

## TO USE INSTRUCTIONAL METHODS WHICH HELP STUDENTS:

(Questions 39-45)

39. ... identify their FEELINGS,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
40. ... analyze their FEELINGS,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
41. ... originate wide range thinking about their FEELINGS,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
42. ... think how they can put their FEELINGS into positive use,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
43. ... identify their ATTITUDES,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
44. ... analyze their ATTITUDES,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
45. ... originate wide range thinking about their ATTITUDES,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY

TO USE INSTRUCTIONAL METHODS WHICH HELP STUDENTS:

(Questions 46-50)

46. ... think how they can put their ATTITUDES into positive use,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
47. ... identify their VALUES (ex.: what they see as desirable),  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
48. ... analyze their VALUES,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
49. ... originate wide range thinking about their VALUES,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY
50. ... think how they can put their VALUES into positive use,  
I perceive my competency as a family life teacher to be:  
LOW HIGH  
COMPETENCY 1 2 3 4 5 COMPETENCY

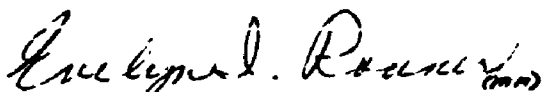
October 24, 1969

Much work must be done before Michigan colleges and universities are able to implement new and improved family life education programs.

Recently, Dr. Evelyn Rouner, Central Michigan University, examined the curricula of several universities throughout the United States. She found that both functional and theoretical approaches are necessary in developing contemporary programs in family life education. The study planned by Billie Sands will contribute to both approaches. It will discover what competencies and knowledges you feel the greatest need for, plus information necessary for developing programs on a new and exciting theoretical approach. This study will contribute to the education of teachers presently teaching courses dealing with family related life experiences, as well as those aspiring to become this type of teacher.

Please give your full support to this important and practical study.

Sincerely,



Dr. Evelyn Rouner  
Central Michigan University  
Co-Chairman of the Governor's  
Task Force on the Family



Dr. Walter W. Scott, Coordinator  
School of Advanced Studies  
Michigan State University



Mrs. Bette LaChapelle  
Wayne State University  
Member of the Governor's  
Task Force on the Family

## MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48824

COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM • ERICKSON HALL

Because you are teaching a course which deals with family related life experiences I am interested in you. Many family life teachers are asking questions like, "Why aren't there college programs which will more adequately meet our needs." At the same time I have heard university professors express concern regarding the need for developing programs in the area of family life education at the undergraduate, as well as graduate level. Also, when I was a high school teacher I remember feeling unprepared to deal with some of the related aspects of this type of course.

Michigan colleges and universities can help you and teachers like you by making their program objectives more closely related to your needs. But first they must know what these needs are. So, this is my plan:

- to ask teachers to rank themselves on a Family Life Teacher Scale (FLTS) which was written for this purpose. (Your name will NOT be associated with your response in any way.) This information will be made known to Family Life Educators in Michigan colleges and universities, and to the Governor's Task Force on the Family.
- to use the Personal Orientation Inventory (POI) in order to provide a theoretical base for learning as well as the practical.

These two inventories have been enclosed. They will require a maximum of 30 minutes of your time, which you probably already have too little of! But I think you will agree with me that it will be time well spent.

Please complete these materials on a day which is typical for you. It would be best if you avoided an "off day".

One-hundred percent participation is essential to make the results worthwhile. Upon completion of this study, a summarization of the results and plans for implementation will be sent to you. If other teachers in your school are interested in additional copies, please contact me.

Yours sincerely,

B. L. Sands  
Home Economics and Family  
Life Educator

Encl.: 7



PLEASE MAIL THIS CARD AS SOON AS YOU GET THESE  
MATERIALS, SO I WILL KNOW THAT THEY HAVE REACHED YOU.

---

Completed materials will be returned by (please check  
one of the following):

\_\_\_\_\_ November 7, 1969

\_\_\_\_\_ November \_\_\_\_\_, 1969  
(fill in date)

THANK YOU!

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

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COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM • BRICKSON HALL

As you know, programs set up for family life educators are practically non-existent, as is research pin-pointing the specific needs of such educators. A study designed to meet these needs is underway; but without your participation the results will not be very reliable.

A research packet containing the FLTS and POI Inventories was mailed to you. I will be glad to send another if the original hasn't arrived, or if you can't locate it. Just check (where indicated) on the enclosed postal card and return it to me at your earliest convenience.

Teachers like you have little, if any, spare time; but your help is greatly needed in this research study which will contribute to the development of better programs in family life education. By putting down the first answer that comes to your mind, the FLTS should take five minutes and the POI 25 minutes. Don't ponder your answers.

Finally, I assure you that your answers will be held in strictest confidence. I am interested only in statistical relationships and will under no circumstances report responses on an individual or departmental basis. In fact all number coding will be destroyed as soon as the returns are in.

Please help to make this study a worthwhile contribution to family life related education.

With my thanks for your cooperation.

Sincerely,

Billie Lou Sands  
Home Ec. and Family Life Educator

Encl.: 1

By mailing this card as soon as you receive it, you will help me make realistic plans for tabulating the data and writing up the findings.

---

\_\_\_\_\_ Please send another RESEARCH PACKET

COMPLETED MATERIALS WILL BE RETURNED BY (Please check one of the following):

\_\_\_\_\_ December 18, 1969

\_\_\_\_\_ Before December 18, 1969

\_\_\_\_\_

WITH MY APPRECIATION FOR YOUR PARTICIPATION.

MICHIGAN STATE UNIVERSITY EAST LANSING · MICHIGAN 48823

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COLLEGE OF EDUCATION · DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM · ERICKSON HALL

January 8, 1970

Dear

Billie Sands, a colleague of mine in the College of Education, is completing an important study in family life education. It is through such research studies as hers that valuable information is acquired which ultimately will benefit family life teachers.

Your help in this project is very important at this time. No one else can do the task which Miss Sands has asked you to do.

Will you please take a short time to assist us in this important study?

We will greatly appreciate your cooperation.

Very truly yours,

Walter W. Scott, Coordinator  
Graduate Student Affairs  
College of Education

WWS:ag

**APPENDIX B**  
**NCFR PROPOSED CRITERIA**  
**FOR TEACHER EDUCATION**  
**IN THE FIELD OF**  
**FAMILY LIFE AND SEX EDUCATION**

COMMITTEE ON EDUCATIONAL STANDARDS AND CERTIFICATION  
FOR FAMILY LIFE EDUCATORS, 1968-1969

Introductory Statement:

The NCFR has in the past decade created a number of committees and commissions concerned with the establishment of principles and standards in family life education.<sup>1</sup> Building upon these past efforts as well as attempts by various states, such as Michigan, to clarify the role that schools and universities can play, the members of the Committee on Educational Standards and Certification for Family Life Educators, 1968-1969, have formulated the criteria as set forth in the following pages to serve as guidelines in the preparation of family life educators for junior and senior high school teaching.

The criteria were arrived at in joint deliberations with members of the Special Committee on Family Life Education, 1968-1969. They are presented in draft form to permit changes and improvements to be suggested by the NCFR Board and membership before they are published and distributed to colleges and universities as well as community and government agencies which are seeking the advice and guidance of professionals in this field.

It is recognized that an alternative to the preparation of interdisciplinary specialists would be the establishment of a minimum core of family life courses and out-of-classroom experiences for every undergraduate who plans to teach on the elementary or secondary level so that ALL teachers would have a basic knowledge of family and sexual development.<sup>2</sup> With an entire faculty thus prepared and alert to the "teachable moment," family life education would be woven into the total educational experience of the child through the regular school subjects in every grade from kindergarten through high school. However, this would require such thoroughgoing changes in teacher education curricula as to delay indefinitely the possibility of meeting present student needs for understanding their roles in a changing society.

The Committee has therefore decided to proceed along the immediate and practical path of recommending the preparation of specialists in family life education. Perhaps such specialists would be needed in any case to help students integrate the learnings from diverse classrooms. It is possible that the two paths of teacher preparation can converge at some time in the future. Indeed, the very existence of a broadened curriculum for preparing family life

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<sup>1</sup>"Family Life Education Programs. Principles, Plans, Procedures: A Framework for Family Life Education," THE FAMILY COORDINATOR, July 1968, pp. 211-214.

<sup>2</sup>The Committee proceeds on the assumption that sex education is an essential part of family life education but only a part of it, and is most usefully taught within a family/society context.

educators may encourage undergraduates to elect family courses with positive effects upon their role performance as family members and as teachers.

The need for family life education is urgent. It is the Committee's view, however, that the urgency should not be permitted to dilute standards in teacher preparation. On the contrary, the criteria offered are intended to raise present standards. In this way there can be created the kind of teaching body that will command the confidence of parents, students, and community leaders. This may facilitate the move toward certification of family life educators in the various states.

It will become evident as the criteria are examined that many teachers now offering family life and sex courses are inadequately prepared for the responsibility. The establishment of the NCFR criteria may help promote a wide network of in-service programs to raise the knowledge and skills of such teachers. The NCFR's Special Committee on Family Life Education is preparing formats for model workshops. Testing of these in 1970 and successive summers will allow NCFR to be ready to offer guidelines concerning methods and materials for such experiences.

The Committee recognizes the responsibility of degree-granting institutions to determine for themselves which of the courses they now offer meet the criteria in whole or in part and which new offerings would need to be incorporated into their teacher education programs to meet or exceed the standards set by NCFR.

While the Committee makes itself available as a resource to legislatures and education departments of the various States, aided by the expertise and the cooperation of various NCFR members in the several regions of the country, it recognizes that the detailed task of creating certification proposals in each jurisdiction must be left to government agencies and the colleges and universities having teacher education programs in the given States. It is unlikely that colleges will move toward curriculum modification and expansion to meet the criteria of the Committee without some assurances from state authorities and others that their graduates can be employed in the specialty. Therefore, the Committee sees its responsibility as not limited to the formulation of criteria. It will seek to bring together educational administrators and legislators at state and national levels, and will serve as a facilitator of communication among the private and public institutions which hold the fate of a coordinated and systematic educational effort in their hands.

Moreover, while the preparation of family life educators for school systems is the main focus of the Committee's present work, it recognizes the importance of preparing community personnel, both professional and paraprofessional, for work in adult family life education and in social agencies. Such efforts will be facilitated by the availability of prepared and certified family life educators in the schools, who in many instances will be called upon to add to their responsibilities and, aided by appropriate field experiences

and supervision, will be able to serve in programs outside the school setting.

Finally, it will be noted that the criteria address themselves much more to the professional than to the personal qualifications of the family life educator. The Committee assumes that the characteristics that make for a good teacher in any field would apply. However, because teaching about the family including sex may precipitate out for the educator some of his or her feelings connected with past and current life experiences, the criteria offered by the Committee include, it will be noted, a number of opportunities for self-examination and resolution of personal conflict with a view to ensuring objective handling of emotion-laden issues. While each community will set its own standards for its teachers in terms of personal functioning, it is the Committee's anticipation that as family life education permeates a community, reaching older and younger generations alike, there will be greater acceptance of the individual's capacity to learn and to grow following life crises, with a resultant diminution in the gap between the ideal types sought in educators and the real behaviors of community members.

Proposed Criteria for Teacher Education in the Field of Family Life and Sex Education (The Criteria mention basic areas rather than courses; in some instances a course may include more than one area and in some, an area may require more than one course or experiences outside the school setting.)

### 1. The Family

Family patterns in a variety of historical, social and cultural settings: comparative family systems as well as ethnic and class subcultures in the United States. The family in transaction with other social institutions.

### 2. Family Interaction

Dyadic relationships and family alliances at each stage of the family life cycle. The family as a small group: role, status and power interactions of spouses, siblings and generations. Crises and adjustments.

### 3. Marriage Preparation

An opportunity for the student to become aware of his or her own attitudes toward marriage and the family through relevant classroom and out-of-classroom experiences, usually provided in a functional course.



#### 4. Human Development: from Birth to Senescence

The individual life cycle and personality theory: findings from the natural and behavioral sciences which clarify the needs and influences at each stage from childhood, adolescence, and middle age through the aging years. Mental health principles. Implications for child-rearing practices and guidance as well as public policy.

#### 5. Biological Sciences

Human nutrition, elementary human physiology, reproduction.

#### 6. Sexuality

Male and female life roles, sexual identity, and the relationship of sexual needs and behaviors to personal and social functioning.

#### 7. Management of Family Resources

The family's transaction with the consumption economy: the impact of handling time, money and space on personal and family development.

#### 8. Group Processes

Experiences to aid the individual to become more aware of how he functions in a group and his impact on group members. Opportunity for the individual to experience himself in relation to others in a small group setting which is supportive and helpful, encouraging him to clarify his own value positions and to recognize alternative philosophies underlying the behavior of others.

#### 9. Methods and Materials in Family Life Education

Comparative curriculum and history of the field, as well as classroom procedures, instruments, evaluation, textbook critique. Experience with large and small group discussion, films, role-playing, as well as opportunities to appreciate the insights yielded through the humanities. Opportunity to observe and demonstrate a variety of teaching styles and goals. Familiarity with key issues in the field of family life education, including ethics.

#### 10. Practice Teaching in Family Life and Sex Education

At least one term, with supervision participated in by an experienced family life educator.

#### 11. Field Experience

Direct observation of a variety of family patterns through visits to or supervised volunteer work in the family-serving agencies of the community: courts, clinics, nursery schools, etc. (Where size of community or the lack of cooperation reduces such possibilities, use of films, tapes, etc., for vicarious experience of diversity.)

## 12. Individual and Family Counseling

Introduction through case study materials, or through field experiences as above, to a guidance role including the recognition of behaviors that require referral to professional counselors.

## 13. Research

Appreciation of the contributions of several disciplines to understanding the family; learning to evaluate new findings in the behavioral sciences.

## 14. Survey of Basic Laws

Brief and non-technical examination of laws regulating marriage and the family in given state. Comparisons and contrasts with selected other states, if possible.

## 15. Community

Study of community organization with a view to effective work with communities. Knowledge of community resources and problems.

Respectfully submitted,

NCFR Committee on Educational  
Standards and Certification for  
Family Life Educators, 1968-1969

Rose M. Somerville, Chairman

Members: Leland Axelson  
Luther Baker  
Dorothy Dyer  
Theodore Johannis  
Richard Kerckhoff  
William Marshall  
Evelyn Rouner

Consultants:

Special Commission on  
Family Life Education,  
1968-1969

Blaine Porter,  
Chairman

Don Carter

Joel Moss

James Walters

First Draft: July 1969

Second Draft: September 5, 1969

Third Draft: September 19, 1969

Elizabeth Force

Ruth Jewson

Richard Hey

**APPENDIX C**  
**LETTERS AND FORMS USED**  
**IN DEVELOPING**  
**"FAMILY LIFE TEACHER SCALE"**

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

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COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM • ERICKSON HALL  
March 13, 1969

Sub-Committee members of the Governor's Task Force on certification of Family Life Educators, Michigan State University Faculty and Doctoral students in Home Economics and Family Life Education are being asked to assist in developing a scale which will measure Michigan Family Life Teachers' perception of their competence and knowledge. In order to develop the scale to measure competencies, more interpretation is necessary to illustrate each knowledge and competency which has been recommended by your sub-committee. I will use your illustrations of behavior in developing a scale to implement the design of my dissertation entitled, "Self-Actualization and Perception of Competency Among Family Life Teachers."

Your assistance in interpreting these competencies in behavioral terms is vital for use in developing this research instrument. Enclosed is a work sheet and a self-addressed envelope for your use. If possible, return the work sheet by March 26, 1969.

Thank you for your help with this study.

Sincerely,

Billie Lou Sands  
Doctoral Candidate  
Home Economics and Family Life Education

Arleen C. Otto, Professor  
Home Economics and Family Life Education Coordinator

Encl.: 3

FAMILY LIFE COMPETENCIES  
IN BEHAVIORAL TERMS

DIRECTIONS: Please write examples of competencies which relate to the following items. You may need several examples (with one behavioral term per example) for each item. Please write your examples in simple, specific terms which will clearly communicate the contents of each item. Avoid using "loaded" words that are open to a wide range of interpretations.

Specifically, what do you expect the teacher to do in each of the competencies.

1. Integrate knowledge from relevant disciplines as it focuses on family life.
  
  
  
  
  
  
  
  
  
  
2. Make course materials relevant to students' interests and needs.
  
  
  
  
  
  
  
  
  
  
3. Challenge students to think critically, creatively and constructively about their feelings, attitudes, and values.
  
  
  
  
  
  
  
  
  
  
4. Create an accepting atmosphere to facilitate exploration of diverse points of view.

5. Avoid imposing on students the candidate's (teacher's) feelings, attitudes, and values through self-insight understanding and acceptance.
6. Counsel with students about their personal concerns stemming from course experiences, and to make effective referrals when appropriate.
7. Interpret the Family Life educational program to others in the school and the community.
8. Have at least a rudimentary understanding of physical, emotional, intellectual and social development of persons through the life cycle.
9. Have at least a rudimentary understanding of human sexuality, including, but not limited to, sexual identity and behavior, family planning and reproduction, emotionality, intimacy and values.

10. Have at least a rudimentary understanding of management of practical realities of everyday living, such as feeding, housing, clothing, financing and child rearing.
11. Have at least a rudimentary understanding of psycho-social dynamics of family relationships.
12. Have at least a rudimentary understanding of society as government and law, religion and education, economy and employment, recreation and civic participation.
13. Have at least a rudimentary understanding of cultural and sub-cultural family patternings, such as variations according to ethnicity, religion, socio-economic class, et. al.

Please return by March 26, 1969 to:

Miss Billie Lou Sands  
334 W. Owen Graduate Center  
Michigan State University  
East Lansing, Michigan 48823

**APPENDIX D**  
**LETTERS AND FORMS USED TO**  
**LOCATE POPULATION OF STUDY**



## REACTION SHEET

What is your general impression of the Family Life Teacher Scale (FLTS)?

Are there any sensitive areas?

Yes \_\_\_\_\_

No \_\_\_\_\_

If YES, what are they?

Are all the items clearly stated?

Yes \_\_\_\_\_

No \_\_\_\_\_

If NO, please indicate the number(s) of the item(s) and make suggestions for change.

How long did it take you to complete the FLTS? \_\_\_\_\_

Name \_\_\_\_\_

Permanent Address  
(zip code) \_\_\_\_\_

Length of time you have taught  
Family Life \_\_\_\_\_

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

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COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM • BRICKSON HALL

April 21, 1969

Dear

Will you assist in the compilation of a Directory of Family Life Teachers in Michigan Public Secondary Schools for 1968-1969? These teachers will be contacted in a research study concerned with the competencies which were identified by the Governor's Task Force on Family Life Education for the certification of Family Life Teachers.

The information which you furnish on the enclosed information sheet will be appreciated because we could not conduct the study of Family Life Teachers without it. Enclosed is a self-addressed stamped envelope for your convenience.

Thank you for your time.

Sincerely yours,

Billie Lou Sands  
Doctoral Candidate  
Home Economics and Family Life Education

Arleen C. Otto, Professor  
Home Economics and Family Life Education, Coordinator

Encl.: 2

Information Sheet for Compilation of  
The Directory of Family Life Teachers  
In Michigan Public Secondary Schools for 1968-1969

**DIRECTIONS:** Please use the following definition to determine if you have a family life course in your school system:

A course or courses with the purpose of developing the individual's competencies and motivation for effective family and family related life experiences, and to meet constructively the challenges and responsibilities of these experiences.

THESE COURSES MAY HAVE TITLES OTHER THAN FAMILY LIVING.

According to the above definition, do you have such a course in your school system?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

\_\_\_\_\_ in past years, but not at the present time

NAME OF FAMILY LIFE TEACHER	HOME ADDRESS (include zip code)	TITLE OF FAMILY LIFE COURSE
1) _____	_____	_____
	_____	
	_____	
2) _____	_____	_____
	_____	
	_____	
3) _____	_____	_____
	_____	
	_____	
4) _____	_____	_____
	_____	
	_____	
5) _____	_____	_____
	_____	
	_____	

Please return to:  
 Miss Billie Lou Sands  
 334 W. Owen Graduate Center  
 Michigan State University  
 East Lansing, Michigan 48823

Name of school district: \_\_\_\_\_

PLEASE USE REVERSE SIDE IF NECESSARY

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48923

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COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM • ERICKSON HALL

May 5, 1969

Dear

You are being contacted regarding our letter of April 21st. which requested your assistance in the compilation of a Directory of Family Life Teachers in Michigan Public Secondary Schools for 1968-1969. Please disregard this letter if you have already completed the directory form.

Completion of the form at your earliest convenience will be greatly appreciated. If you have misplaced it, a second copy is enclosed.

Thank you for your help.

Sincerely,

Billie Lou Sands  
Doctoral Candidate  
Home Economics and Family Life Education

Arleen C. Otto, Professor  
Home Economics and Family Life Education, Coordinator

Encl.: 1

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

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COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM • ERICKSON HALL

August 1, 1969

Dear

In April of the past school year you helped me in the compilation of a Directory of Family Life Teachers in Michigan Public Secondary Schools.

Within the next few weeks two-hundred teachers will be chosen at random from this directory to participate in a research study concerned with the eventual improvement of education for Family Life Teachers. Please assist me once more by returning the enclosed sheet so that the directory will be correct and up to date when the random sampling is taken in September, 1969. Enclosed is a self-addressed stamped envelope for your convenience.

I sincerely appreciate your help.

Respectfully yours,

Billie Lou Sands  
Doctoral Candidate  
Home Economics and Family Life Education  
Department of Secondary Education and Curriculum

Encl.: 2

According to our records the following persons are teaching  
Family Life Courses as of September, 1969:

NAME OF FAMILY LIFE TEACHER

1) _____	14) _____
2) _____	15) _____
3) _____	16) _____
4) _____	17) _____
5) _____	18) _____
6) _____	19) _____
7) _____	20) _____
8) _____	21) _____
9) _____	22) _____
10) _____	23) _____
11) _____	24) _____
12) _____	25) _____
13) _____	26) _____

\_\_\_\_\_ The above listing is correct

\_\_\_\_\_ The above listing is NOT correct

PLEASE MAKE THE NECESSARY CHANGES BELOW:

NAME OF FAMILY LIFE TEACHER

HOME ADDRESS (include zip code)

1) _____	_____
	_____
2) _____	_____
	_____
	_____
3) _____	_____
	_____
	_____

PLEASE RETURN TO:

Miss Billie Lou Sands  
 401 W. Owen Graduate Center  
 Michigan State University  
 East Lansing, Michigan 48823

SCHOOL DISTRICT AND ADDRESS:

\_\_\_\_\_  
 \_\_\_\_\_

APPENDIX E

LETTER CONCERNING RELIABILITY  
COEFFICIENT FOR COMBINED SCORES  
ON THE TIME COMPETENT ( $T_c$ ) AND  
INNER DIRECTED (I) SCALES



## EDUCATIONAL AND INDUSTRIAL TESTING SERVICE

POST OFFICE BOX 7234

SAN DIEGO, CALIFORNIA 92107

714-488-1666

2 March 1970

Miss Billie Lou Sands  
401 Owen Graduate Center  
Michigan State University  
East Lansing, Michigan 48823

Dear Miss Sands:

Thank you for your phone call of February 26, 1970 and for your interest in the PERSONAL ORIENTATION INVENTORY.

In reference to overall measures of self-actualization derived from the POI the most recent article is one by Vernon Damm which appeared in *Educational and Psychological Measurement*, 1969, 29, 977-981 which dealt with relationship of overall estimates to the other scales in the Inventory.

To my knowledge no one has investigated the effects on reliability of combining scores such as the  $T_c$  and I.

I will be most interested in seeing the results of your study and if I can be of any further assistance please do not hesitate to contact me.

Sincerely,

Robert R. Knapp

RRK/bbn



APPENDIX F  
TABLES 12 AND 13: POI AND FLTS  
SCORES FOR SPECIFIC SUBGROUPS  
WITHIN THE RESPONDENT GROUP

TABLE 12

POI SCORES\* ON SPECIFIC SUBGROUPS  
WITHIN THE RESPONDENT GROUP

Subgroups	Teacher N	Mean	Range	Standard Deviation	Variance
Females	69	101	77-126	123	150
Males	12	101	69-120	139	194
Home Economics Majors	62	99	77-126	118	140
Females Not Majoring in Home Economics	7	112	98-124	102	105
Males and Females With Majors in Fields Other than Home Economics	19	105	69-124	137	188

(Time Competence (T<sub>c</sub>) and Inner Directed (I) scales combined

TABLE 13

FLTS SCORES FOR SPECIFIC SUBGROUPS  
WITHIN THE RESPONDENT GROUP

Subgroups	Teacher N	Mean	Range	Standard Deviation	Variance
Females	69	180	118-241	269	721
Males	12	184	146-220	283	800
Home Economics Majors	62	179	118-241	274	749
Females Not Majoring in Home Economics	7	180	145-208	212	451
Males and Females With Majors in Fields Other than Home Economics	19	186	145-220	254	644